



# **Relationship Between Multiple Intelligence-Based Instructional Strategies, Learner Engagement and Competency Attainment in Social Studies Among Grade 7 Learners in Narok Central, Kenya**

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## **ABSTRACT**

Kenya's Competency-based Education (CBE) framework promotes learner-centred pedagogy, yet Grade 7 Social Studies classrooms often still rely on conventional approaches that overlook learners' diverse intelligence profiles, and little empirical evidence exists on the use and effectiveness of Multiple Intelligence (MI)-based strategies in Kenyan junior schools. This study examined the relationship between MI-based instructional strategies, learner engagement and competency attainment among Grade 7 Social Studies learners in Narok Central Sub-County. This study therefore examined the relationship between Multiple Intelligence-Based Instructional Strategies, learner engagement, and competency attainment among Grade 7 Social Studies learners in Narok Central Sub-County, Kenya. The study was guided by four objectives: to identify the dominant Multiple Intelligence profiles among Grade 7 learners; to examine the Multiple Intelligence-Based Instructional Strategies utilised by Social Studies teachers; to determine the relationship between MI-based instructional strategies and learner engagement; and to establish the relationship between MI-based instructional strategies and competency attainment in Social Studies. It was anchored by Gardner's Theory of Multiple Intelligences and Constructivist Learning Theory. Using a convergent parallel mixed-methods design, it drew a stratified random sample of 319 learners and 15 teachers from a population of 2,412 learners and 82 teachers. Data were collected through MIDAS, an instructional strategies questionnaire, the Classroom Engagement Observation Scale, the Document Analysis Rubric for Social Studies Achievement, classroom observations and teacher interviews, and were analysed using descriptive statistics, Pearson's correlation (SPSS 30) and thematic analysis. Naturalistic and musical intelligences were dominant among learners, while linguistic intelligence was least developed. Teachers used varied MI strategies, mainly interpersonal, intrapersonal, logical-mathematical, kinesthetic, naturalistic and spatial, but were constrained by inadequate resources, limited time and insufficient familiarity with MI pedagogies. MI-based strategies were significantly and positively related to learner engagement ( $r = .312, p = .0001$ ), but not to competency attainment ( $r = -.042, p = .454$ ), suggesting that attainment is shaped by factors beyond instructional strategies alone. The study concludes that MI-based strategies enhance engagement but do not directly improve competency attainment, and recommends integrating learners' intelligence profiles into lesson planning, strengthening teacher training in MI pedagogy, providing adequate resources, and further research on whether engagement mediates the link between MI strategies and competency attainment.

## **INTRODUCTION**

### **1.1 Chapter Overview**

This chapter presents the background to the study, the statement of the problem, the purpose of the study and the objectives of the study. It also focuses on the significance of the study, delimitations and limitations of the study, assumptions of the study and definitions of significant terms.

### **1.2 Background of The Study**

Globally, education systems are shifting from rigid, teacher-centered approaches toward dynamic, learner-centered pedagogies that recognize individual cognitive strengths and learning preferences (UNESCO, 2020). Traditional "one-size-fits-all" models have been widely criticized for failing to engage learners meaningfully, often resulting in inconsistent academic outcomes and high dropout rates (Darling-Hammond et al., 2019). In response, differentiated instruction and inclusive pedagogy have gained prominence, aiming to provide personalized learning pathways that unlock each student's potential (Tomlinson, 2014).

Howard Gardner's Theory of Multiple Intelligences (MI) offers a framework for understanding learner diversity. Gardner (2011) identifies eight intelligences linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic, asserting that learners exhibit unique combinations of these domains. Aligning instruction with students' MI profiles has been shown internationally to improve engagement, motivation, and learning outcomes across subjects, including Social Studies (Armstrong, 2018; Chen, 2016). Studies in Southeast Asia and Europe

indicate that MI-aligned teaching strategies, such as collaborative projects, role-playing, and hands-on activities, enhance participation and comprehension, particularly for learners whose dominant intelligences are not linguistic or logical-mathematical (Winarti, Yuanita, & Nur, 2019; Assingkily, Wulandari, & Hasri, 2025). In Kenya, the Competency-Based Education (CBE) framework emphasizes the development of critical competencies such as problem-solving, creativity, collaboration, and critical thinking (Ministry of Education [MoE], 2019). Social Studies is a core subject at the junior secondary level, designed to help learners understand civic responsibility, cultural diversity, and socio-economic development. Grade Seven represents a critical stage where learners consolidate foundational skills from primary education while developing higher-order competencies. Effective Social Studies instruction at this level is essential for establishing trajectories for academic success and holistic development (Kenya Institute of Curriculum Development [KICD], 2022).

Learners in Narok Central Sub-County face persistent educational challenges in Social Studies. While official 2024 Junior Secondary School Assessment (JSSA) data at the sub-county level is limited, regional trends show that marginalized pastoralist communities experience underachievement due to socio-economic factors and perceptions of limited value of formal education (UNICEF, 2021). Crucially, while STEM subjects like Integrated Science and Agriculture have transitioned toward inquiry-based, practical methods due to their perceived technical nature, Social Studies instruction remains largely relegated to passive, lecture-heavy methods. Unlike Science, which utilizes laboratories, or Creative Arts, which is inherently kinesthetic, Social Studies is often perceived by both teachers and learners in Narok Central as a "reading subject" meant for rote memorization. This reliance on verbal-linguistic strategies fails to engage the diverse intelligence profiles of the local learner population.

Instructional practices further compound these challenges. Teacher shortages are acute, particularly in junior secondary schools, leading to overcrowded classrooms (Usawa Agenda & Zizi Afrique, 2021). Research in rural counties shows that teachers often rely on traditional lecture-based methods in Social Studies due to inadequate training in CBE principles and a lack of specific tools to measure non-cognitive outcomes. Consequently, a gap exists where learners are expected to demonstrate "competencies" like "Social-Efficacy" and "Communication," yet the instructional methods remain "one-size-fits-all." This misalignment prevents learners especially those with strong spatial, naturalistic, or interpersonal intelligences from demonstrating mastery of Social Studies concepts through their dominant cognitive strengths.

Empirical evidence highlights the potential of MI-aligned instruction to bridge this gap. Studies indicate that when learning experiences leverage dominant intelligences, students show higher motivation and improved achievement (Li, 2018). Despite these findings, there is limited evidence in Kenya, specifically in Narok Central, on how MI-based strategies are implemented to meet CBE requirements. This study, therefore, seeks to evaluate the relationship between these strategies and two specific indicators: classroom engagement and the attainment of CBE core competencies. By investigating how teachers' instructional approaches align with learners' intelligence profiles, the study aims to provide evidence that can transform Social Studies from a passive subject into an active, competency-driven learning experience.

### ***1.3 Statement of the Problem***

The implementation of Kenya's Competency-Based Education (CBE) framework requires teachers to employ learner-centred instructional strategies that accommodate diverse learner abilities and promote competency attainment. Although Multiple Intelligence-Based Instructional Strategies are considered effective in enhancing learner engagement and supporting the development of competencies, evidence suggests that Social Studies instruction in many Grade 7 classrooms continues to rely predominantly on traditional teaching approaches. Consequently, it remains unclear whether the instructional strategies currently employed adequately address learners' diverse intelligence profiles and contribute to meaningful engagement and competency development. Furthermore, there is limited empirical evidence on the relationship between Multiple Intelligence-Based Instructional Strategies, learner engagement, and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County. This knowledge gap constrains efforts to improve instructional practices and effectively realise the goals of Competency-Based Education. Therefore, this study seeks to investigate the relationship between Multiple Intelligence-Based Instructional Strategies, learner engagement, and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya.

### ***1.4 Purpose of the Study***

The purpose of this study is to investigate the relationship between Multiple Intelligence-Based Instructional Strategies, learner engagement, and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya.

### ***1.5 Objectives of the Study***

The following Objectives will guide the study;

1. To identify the dominant Multiple Intelligence profiles of Grade 7 Social Studies learners in Narok Central Sub-County.
2. To examine the Multiple Intelligence-Based Instructional Strategies utilised by teachers in Grade 7 Social Studies classrooms in Narok Central Sub-County.
3. To determine the relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 Social Studies learners in Narok Central Sub-County.

4. To determine the relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County.

### 1.6 Research questions

The study will seek to answer the following research questions;

1. What are the dominant Multiple Intelligence profiles among Grade 7 Social Studies learners in Narok Central Sub-County?
2. Which Multiple Intelligence-Based Instructional Strategies are utilised by teachers in Grade 7 Social Studies classrooms in Narok Central Sub-County?

### 1.7 Research Hypotheses

This study will test the following hypotheses:

H0<sub>1</sub>: There is no statistically significant relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 Social Studies learners in Narok Central Sub-County, Kenya.

H0<sub>2</sub>: There is no statistically significant relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya.

### 1.8 Significance of The Study

**Grade 7 Social Studies teachers.** The findings will help teachers understand their learners' diverse intelligence profiles and select instructional strategies that enhance learner engagement and competency attainment in line with the CBE framework.

**Learners.** Learners will benefit from instruction that recognises their individual strengths, which is expected to increase their participation, confidence, and development of competencies.

**School administrators and head teachers.** The findings will guide school leaders in organising teacher professional development and mentorship and in allocating instructional resources that support learner-centred teaching.

**Ministry of Education, Teachers Service Commission (TSC) and Kenya Institute of Curriculum Development (KICD).** Policymakers and curriculum developers may use the findings to strengthen teacher training, curriculum support materials, and the implementation of CBE in junior school.

**Quality Assurance and Standards Officers (QASOs).** The findings will inform supervision and in-service support for teachers implementing differentiated instruction in Social Studies.

**Future researchers.** The study adds to the literature on Multiple Intelligences in the Kenyan context and provides a basis for further studies in other sub-counties and subjects.

### 1.9 Delimitation of The Study

The scope of this research is centered on investigating the relationship between Multiple Intelligence profiles, teacher instructional strategies, learner engagement, and competency attainment among Grade 7 learners in Narok Central Sub-County, Kenya. Conceptually, the study is confined to Howard Gardner's eight distinct intelligence domains: linguistic, logical-mathematical, spatial-visual, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. It evaluates how these profiles relate to the instructional approaches currently utilized in the classroom.

Geographically, the study is strictly limited to the administrative boundaries of Narok Central Sub-County to ensure a focused and manageable investigation. The research targets a specific population consisting of Grade 7 students and their Social Studies teachers within the Junior School tier. By focusing exclusively on the Grade 7 Social Studies curriculum, the study maintains a thematic concentration on the foundational year of the Junior School transition. The study acknowledges that the results are specific to this academic level and subject area within the unique socio-cultural context of Narok Central Sub-County and may not be generalized to other grades or subject areas.

### 1.10 Limitations of the Study

The study adopted a descriptive, correlational and cross-sectional design within a convergent parallel mixed-methods approach. Consequently, the relationships established between Multiple Intelligence-Based Instructional Strategies, learner engagement, and competency attainment indicate association rather than causation, and the findings reflect the experiences of learners and teachers at a single point in time. These limitations were addressed by triangulating quantitative and qualitative data and by interpreting the findings cautiously.

### 1.11 Assumptions of the Study

The study makes the following assumptions:

- 1) It is assumed that both the Grade 7 learners and their Social Studies teachers will provide honest, accurate, and objective responses to the research instruments, ensuring the data truly reflects the current classroom realities in Narok Central Sub-County.
- 2) The researcher assumes that teachers in Narok Central Sub-County have a foundational understanding of the Competency-Based Education (CBE) pedagogical requirements, allowing them to identify and report on the instructional strategies they utilize.
- 3) It is assumed that the learners' dominant Multiple Intelligence profiles can be reliably identified and categorized using the validated intelligence developmental scales adapted for this study.
- 4) The study assumes that Grade 7 learners are capable of expressing their levels of engagement and demonstrating core competencies when exposed to varied instructional delivery methods.
- 5) It is assumed that classroom engagement and CBE core competency attainment are observable and measurable constructs that can be captured using structured observation tallies and assessment rubrics.

### 1.12 Operational Definition of Terms

**Alignment:** In this study, it refers to the degree of congruence between a teacher's choice of Multiple Intelligence (MI) instructional strategies and the specific core competencies (e.g., Communication or Collaboration) required by the Social Studies curriculum.

**CBE Core Competencies:** Refers to the seven basic skills mandated by the Competency-Based Education framework Communication and Collaboration, Self-efficacy, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, and Learning to Learn measured in this study using a four-point assessment rubric.

**Competency Attainment:** Refers to the level at which a Grade 7 learner demonstrates the knowledge, skills, and values expected in Social Studies, as measured by the CBE performance descriptors (Below Expectation, Approaching Expectation, Meeting Expectation, and Exceeding Expectation) using the Document Analysis Rubric for Social Studies Achievement (DARSSA).

**Competency-Based Education (CBE):** Refers to the current Kenyan educational framework for Junior School which emphasizes the acquisition of practical skills and values; this study focuses on its application within the Grade 7 Social Studies curriculum.

**Differentiated Instruction:** Refers to the deliberate modification of teaching content, process, and products by Social Studies teachers to accommodate the diverse intelligence profiles identified among Grade 7 learners.

**Inclusive Education:** In this context, it refers to pedagogical practices that ensure learners with varying cognitive strengths (e.g., musical or naturalistic) are not marginalized by traditional linguistic-teaching methods.

**Intelligence Profiles:** Refers to the specific configuration of the eight intelligences exhibited by a Grade 7 learner, identified as "dominant," "developing," or "dormant" through the research inventory.

**Interpersonal Intelligence:** Refers to a learner's capacity to excel in collaborative Social Studies tasks, such as group discussions on citizenship or community service projects.

**Junior School:** Refers specifically to the first tier of secondary education in Kenya (Grade 7) located within Narok Central Sub-County where the study is situated.

**Kinesthetic Intelligence:** Refers to a learner's preference for hands-on activities, such as role-playing historical events or physical modeling of geographical features in the Social Studies curriculum.

**Learner Engagement:** Refers to a four-dimensional construct consisting of behavioural engagement (participation and effort), cognitive engagement (investment in complex tasks), emotional engagement (interest and attitude), and social engagement (collaborative interaction and peer support), as measured through the Classroom Engagement Observation Scale (CEOS) during Social Studies lessons.

**Logical-Mathematical Intelligence:** Refers to the ability of the learner to identify patterns, cause-effect relationships, and chronological sequences within Social Studies content.

**Multiple Intelligence-Based Instructional Strategies:** Refers to specific teaching techniques such as the use of music, maps, group work, and field observations designed to align with the eight intelligence domains.

**Narok Central Sub-County:** Refers to the administrative unit in Narok County which serves as the specific geographical site for data collection.

**Social Studies:** Refers to the multidisciplinary integrated subject taught in Grade 7 that combines History, Geography, and Citizenship, serving as the subject-matter focus of this study.

**Visual-Spatial Intelligence:** Refers to a learner's ability to process information through mental imagery, maps, charts, and diagrams during Social Studies instruction.

## 2. LITERATURE REVIEW

### 2.0 INTRODUCTION

This chapter reviews scholarship relevant to the assessment of Multiple Intelligence (MI) instructional strategies and their relationship with learner engagement and competency attainment among Grade 7 Social Studies learners. The review is structured to achieve four primary goals: first, to situate the research within theoretical and empirical debates surrounding cognitive diversity; second, to examine the predominant models and methodological approaches used in MI research; and third, to critically assess areas of convergence and contradiction in current literature. Finally, the review determines the relationship between MI-based instructional strategies, learners engagement and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County. Also, the chapter provides the theoretical and conceptual frameworks for the study.

#### 2.1. To identify the dominant multiple intelligence profiles of Grade 7 Social Studies learners in Narok Central Sub-County, Kenya.

Multiple intelligences refer to a set of distinct cognitive capacities through which individuals perceive, process, and apply information. The concept was introduced by Gardner (1983) to challenge the traditional unidimensional view of intelligence measured primarily through linguistic and logical-mathematical abilities. According to this perspective, intelligence is pluralistic and context-dependent rather than fixed and uniform across learners. Gardner (1999) identified eight intelligences relevant to school learning: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences.

Gardner's (1983) theory is particularly relevant to the Grade 7 Social Studies curriculum because the subject is multidisciplinary. For instance, Spatial Intelligence is essential for interpreting 'The Earth and the Solar System' strand, where learners must read maps, understand landforms, and visualize geographical relationships. Linguistic Intelligence is required for the 'Citizenship' and 'Social Organization' strands, which demand comprehension of historical narratives, constitutional texts, and social policies. Interpersonal Intelligence is the core of understanding historical figures and social structures, enabling learners to empathize with diverse perspectives and analyze community dynamics. Naturalistic Intelligence supports the Geography strand, particularly in understanding ecosystems, climate patterns, and human-environment interactions. Identifying these profiles is the first step in moving away from the 'reading subject' stereotype identified in the problem statement and toward instruction that recognizes Social Studies as a cognitively diverse discipline.

A dominant intelligence profile refers to the relative strength or prominence of particular intelligences within an individual learner compared to others. While learners possess all intelligences to varying degrees, certain intelligences tend to be more pronounced and influential in shaping learning behavior (Gardner, 2006). In the context of Social Studies, intelligences such as interpersonal, linguistic, spatial, and intrapersonal are particularly salient due to the subject's emphasis on discussion, social interaction, reflection, and interpretation of social phenomena. Contemporary research by Opoku et al. (2025) and Karagülmez Sağlam and Doğan (2025) demonstrates that intelligence profiles vary across educational contexts and are influenced by cultural environments, educational systems, and pedagogical approaches.

The concept of intelligence within the CBE framework aligns with the Multiple Intelligences perspective by recognizing learner diversity and emphasizing individualized pathways for competence development. The theory assumes that intelligence is multidimensional, culturally situated, and capable of development through appropriate environmental stimulation (Gardner, 1983). Recent neuroscience evidence from Shearer (2020) reviewed over 500 functional neuroimaging studies identifying distinct brain network patterns corresponding to Gardner's proposed intelligences, providing neural validity support for MI theory. The theory is particularly relevant to educational research because it provides a framework for understanding learner diversity and supports differentiated instruction based on individual cognitive strengths.

While MI theory has faced criticism regarding measurement precision (Waterhouse, 2023; Davis et al., 2011), its pedagogical utility remains widely recognized. Recent studies demonstrate MI theory's effectiveness in competency-based and project-based learning contexts (Lei et al., 2021; García-Llamas et al., 2025). For this study, the focus is not on neurological validation but on using MI framework as a practical tool for identifying learner profiles in Narok Central, thereby informing instructional design within the CBE context.

Global studies on multiple intelligence profiles have predominantly employed descriptive and correlational research designs, utilizing self-report inventories and observational tools. Findings consistently indicate that learners exhibit diverse intelligence combinations rather than single dominant intelligences. Global studies in the social sciences suggest that learners with strong Interpersonal Intelligence thrive in CBE environments that emphasize collaboration (Yavich & Rotnitsky, 2020; Greenberg et al., 2020). Studies conducted in Europe, Asia, and North America reveal strong prevalence of interpersonal, linguistic, and spatial intelligences in social science subjects, attributed to collaborative and discussion-oriented learning environments. Contemporary MI research across multiple countries shows that MI theory has been widely adopted by education communities and demonstrates positive impacts on student learning achievement and motivation (Lei et al., 2021; Zagkotas, 2025).

However, as noted by Opoku et al. (2025), in African contexts, Naturalistic Intelligence is often a dominant profile due to the close interaction of rural communities with their environment. Recent research in Ghana found that Economics students frequently used bodily-kinesthetic intelligence, naturalistic intelligence, intrapersonal intelligence, interpersonal intelligence, musical intelligence, and logical-mathematical intelligence, demonstrating diverse MI

profiles in African contexts. Regional studies conducted within Sub-Saharan Africa indicate similar patterns of intelligence diversity but emphasize the influence of contextual factors such as language of instruction, classroom resources, and teacher preparedness. Empirical evidence suggests that learners in African school contexts often demonstrate strong interpersonal and bodily-kinesthetic intelligences, reflecting communal cultural orientations and experiential learning practices (Aguayo et al., 2021).

In Narok Central, where many learners come from pastoralist backgrounds, there is a high probability of dominant naturalistic and bodily-kinesthetic profiles. The Maasai community's traditional lifestyle involves extensive environmental interaction, animal husbandry, and practical hands-on activities that likely strengthen these intelligences. Additionally, the communal nature of pastoralist societies suggests strong interpersonal intelligence development through collective decision-making and social interdependence. Yet, most SST instruction remains linguistically biased, creating a mismatch that this study aims to assess. Recent scholarship emphasizes the need to align MI-based approaches with local cultural contexts, languages, and curriculum frameworks (Walela, 2024; de Klerk & McLean, 2025).

Recent teacher education research demonstrates that educators with diverse intelligence profiles employ more varied instructional strategies and support individualized student learning more effectively (Kumar & Thomas, 2025). Additionally, contemporary research confirms that MI-based instructional approaches enhance student engagement, learning achievement, and motivation across diverse educational settings (Yavich & Rotnitsky, 2020; Lei et al., 2021; Opoku et al., 2025).

Within Kenya, existing studies on multiple intelligences have largely focused on instructional strategies and academic performance, with limited attention to systematic identification of learners' dominant intelligence profiles. While Kenyan studies (e.g., Walela, 2024) have looked at MI in general primary education, there is a poverty of studies focusing specifically on the Grade 7 Junior School transition. Where intelligence profiling has been conducted, studies often aggregate learners across grade levels or subject areas, masking variations specific to Grade 7 Social Studies learners.

The identification of profiles at this level is critical because CBE requires 'Individualized Learning Pathways.' The Competency-Based Curriculum framework explicitly emphasizes differentiated instruction that responds to diverse learner needs and strengths. However, without empirical data on learner intelligence profiles, this principle remains theoretical rather than practical. Without an empirical profile of whether Narok learners are predominantly spatial, kinesthetic, or interpersonal, teachers continue to use a 'one-size-fits-all' approach by default. This gap is particularly problematic given that Grade 7 marks the transition to junior secondary school, where learning demands become more complex and subject-specific.

Additionally, most local studies predate the full implementation of CBE, creating a contextual gap regarding how learner intelligence profiles align with current curricular expectations. Previous studies on multiple intelligence profiling predominantly employ quantitative survey designs using standardized MI inventories. While these instruments allow for large-scale data collection, they often lack triangulation with observational or performance-based measures. Few studies adopt mixed-methods approaches that combine quantitative profiling with qualitative classroom observations, particularly at junior secondary level (TEM Journal, 2025).

Across theoretical and empirical literature, there is consensus that learners possess diverse intelligence profiles that significantly influence learning behavior. However, local empirical evidence in Kenya's Junior School Social Studies is missing. While global studies emphasize linguistic and spatial intelligences in Social Studies, and regional evidence highlights interpersonal and kinesthetic strengths shaped by cultural contexts, there is no empirical baseline for Narok Central's Grade 7 Social Studies learners. This absence of data means that instructional planning cannot be evidence-based, curricular adaptations remain generic, and the CBE principle of recognizing learner diversity remains unrealized in practice. This study addresses this critical gap by systematically profiling the dominant multiple intelligence profiles of Grade 7 Social Studies learners in Narok Central Sub-County, thereby providing the empirical foundation necessary for implementing truly differentiated, learner-centered instruction within the CBE framework.

## ***2.2 To examine the Multiple Intelligence-Based Instructional Strategies utilised by teachers in Grade 7 Social Studies classrooms in Narok Central Sub-County***

Instructional strategies grounded in Multiple Intelligences (MI) theory emphasize varied pedagogical approaches that accommodate distinct cognitive strengths among learners (Gardner, 1983, 1999). From a theoretical standpoint, effective MI-based teaching requires alignment between instructional delivery and learners' dominant intelligences — a principle reinforced by social constructivist theory, which frames learning as an interactive and socially mediated process (Gardner, 2006; Vygotsky, 1978). In Grade 7 Social Studies, this alignment is not merely desirable but a curriculum necessity. Spatial-Visual strategies such as mental mapping, 3D landform modeling, and GIS applications are required for the Geography strand, though many teachers struggle to move beyond basic sketching (Winarti et al., 2019). Interpersonal and Linguistic strategies mock parliaments, historical debates, and community interviews with elders — are essential for the Citizenship and History strands (Rusen et al., 2020; Yurt & Polat, 2015). In Narok Central, Naturalistic strategies such as field observations and ecosystem analysis offer authentic learning opportunities given the sub-county's diverse environment, yet empirical evidence on the frequency of such approaches remains scarce.

At the global level, research consistently demonstrates that MI-based strategies enhance student engagement, motivation, and academic performance when integrated thoughtfully into instructional design (Yavich & Rotnitsky, 2020; Kornhaber, 2019). Bas (2010) conducted a quasi-experimental study in Turkey examining teachers implementing MI-based approaches in Social Studies and found that cooperative learning, dramatization, and project-based activities were used more frequently than in conventional classrooms, producing more diverse instructional delivery and stronger learner outcomes. A mixed-methods study in the United States similarly reported regular use of debates, simulations, and collaborative projects targeting interpersonal and linguistic intelligences in middle school Social Studies, though musical and kinesthetic strategies received limited attention due to curriculum constraints (Campbell & Campbell, 1999). Setyawan et al. (2024), examining MI theory integration in Social Science curriculum design at junior secondary level in

Indonesia, found that multimodal lesson designs activities engaging two or more intelligences simultaneously produced significantly deeper cognitive engagement than conventional approaches. Despite positive global outcomes, implementation remains inconsistent: Wu and Alrabah (2009) found that Chinese teachers, despite favorable attitudes toward MI instruction, defaulted to discussion and questioning with minimal differentiation, attributing this to examination-driven curricula and limited professional development.

Within Sub-Saharan Africa, a persistent gap exists between awareness of MI-based pedagogy and its classroom application. In Nigeria, Olatoye et al. (2010) found that secondary school teachers acknowledged learner diversity but relied predominantly on lecture-based methods with limited use of dramatization or project work. Omojemite (2025) demonstrated in a quasi-experimental study in Southwest Nigeria that interactive Social Studies strategies role-playing, case studies, and group debates produced significantly better learner performance than teacher-centered methods, directly validating MI-aligned approaches in African contexts. In Ghana, research confirmed that despite curriculum reforms, instructional practices in Social Studies often remained traditional, requiring deliberate pedagogical enhancement to align with learner intelligence profiles (Opoku et al., 2025). A classroom observation study in Tanzania further documented that teacher talk dominated lesson time, restricting opportunities for varied MI-aligned approaches (Hardman et al., 2008). In Kenya, Ong'ondo and Borg (2011) found that teachers relied predominantly on lecture, note-taking, and question-answer techniques, while Akala (2016) reported that participatory intentions were constrained by large class sizes, time pressure, and assessment demands patterns that persist under the current CBC framework.

Recent studies on Kenya's CBC implementation reveal persistent structural barriers to MI-based instruction. Teacher readiness remains a critical concern, with many educators reporting inadequate training, limited instructional materials, and insufficient institutional support (Ndethiu, 2021; Odhiambo et al., 2025). Research from Mathare Sub-County demonstrates that while CBC emphasizes learner-centered pedagogy, implementation varies significantly across schools, with instructional adaptation remaining a critical challenge (Owino et al., 2023). Under the CBC transition, the Social Studies teacher's role has shifted from knowledge transmitter to competency facilitator, demanding deliberate alignment of strategies with learners' intelligence profiles yet professional development to support this shift remains inadequate in rural contexts (Odhiambo et al., 2025; Mweru & Mwoma, 2021). This study therefore seeks to examine whether Social Studies teachers in Narok Central are deliberately employing MI strategies using community elders for Interpersonal and Linguistic history lessons, organizing field visits for Spatial intelligence, or conducting environmental observations for Naturalistic intelligence or defaulting to one-size-fits-all lectures due to resource constraints.

Methodologically, the reviewed studies reveal heavy reliance on cross-sectional surveys and teacher self-reports, which provide limited insight into actual classroom practices. The critical distinction between what teachers report doing and what is observed in classrooms is particularly relevant for MI-based strategies, which require behavioral evidence use of manipulatives for spatial intelligence, group dynamics for interpersonal intelligence, outdoor activities for naturalistic intelligence. Hardman et al. (2008) demonstrated the value of structured observation in capturing authentic instructional behavior, while recent Kenyan research confirms that mixed-methods approaches combining questionnaires with classroom observations yield more reliable evidence of CBC implementation (Owino et al., 2023; Mweru & Mwoma, 2021). The absence of such triangulated, subject-specific evidence in rural junior secondary Social Studies classrooms represents a significant gap that justifies the present study's use of both teacher questionnaires and structured classroom observation to systematically document the MI-based strategies currently employed by Grade 7 Social Studies teachers in Narok Central Sub-County.

### ***2.3 Relationship Between Multiple Intelligence-Based Instructional Strategies and Learner Engagement***

Classroom engagement is a multidimensional construct encompassing behavioral, cognitive, emotional, and social dimensions. Fredricks, Blumenfeld, and Paris (2004) proposed the foundational three-dimensional framework distinguishing behavioral engagement (observable participation, attendance, task-directed effort), cognitive engagement (strategic thinking, self-regulation, deeper content processing), and emotional engagement (affective responses including interest, belonging, and enthusiasm). Recently, Heilporn, Lakhal, and Bélisle (2024) validated a four-factor scale adding social engagement the quality of learner-to-learner and learner-to-teacher interactions, as empirically distinct from emotional engagement, particularly in collaborative learning environments. In Social Studies specifically, behavioral engagement is observable when learners actively participate in map-reading exercises or civic discussions; cognitive engagement manifests when learners analyze cause-and-effect relationships in historical events; emotional engagement is evident when learners express genuine interest in their cultural heritage; and social engagement emerges through quality peer interactions during debates or community fieldwork. This study operationalizes these four dimensions through a structured observation checklist focusing on participation frequency, quality of contributions, on-task behavior, and affective indicators, consistent with validated observational instruments (Fredricks et al., 2004; Shernoff, Csikszentmihalyi, Schneider, & Shernoff, 2016).

Research demonstrates that instructional strategies aligned with Gardner's (1983, 1999) theory of multiple intelligences increase student engagement in Social Studies. The foundational premise is that engagement is heightened when instruction activates the specific intelligence profiles through which individual learners most effectively process information (Gardner, 1999; Kornhaber, 2019). Setyawan, Pardjono, Widarto, and Saptono (2024) examined MI integration in Social Science curriculum at junior secondary level in Indonesia, finding that multimodal tasks activities engaging two or more intelligences simultaneously produced significantly deeper cognitive engagement as measured by quality of learner-generated questions and evidence use. Learners in MI-differentiated classrooms demonstrated greater ability to synthesize information across Social Studies content strands, suggesting MI-based instruction supports genuine cognitive investment beyond surface-level participation. Al-Abdallat and Al-Omari (2023) conducted a quasi-experimental study with Grade 7 Social Studies learners in Jordan, finding statistically significant improvements in participation frequency (behavioral engagement) and analytical reasoning depth (cognitive engagement) in MI-based treatment groups compared to conventional methods, with decreased classroom anxiety as a mediating variable. Shernoff et al. (2016) found through large-scale secondary school research that Social Studies lessons

characterized by active learning, student autonomy, and differentiated tasks produced substantially higher engagement scores across behavioral, cognitive, and emotional dimensions than didactic instruction, confirming that the type of activity not merely its content, is a primary determinant of engagement quality in Social Studies.

Research in African educational settings provides further evidence while highlighting contextual adaptations required for resource-constrained environments. Nketsiah (2025) investigated Ghanaian language teachers' MI strategy use, finding that teachers who incorporated interpersonal and naturalistic intelligence activities group storytelling, community-based observation tasks, oral tradition-linked discussions achieved significantly higher learner participation and emotional investment than those relying on linguistic-only methods. Importantly, Nketsiah identified a persistent gap between teacher awareness of MI theory and its systematic application, attributing this to inadequate pre-service training and absence of structured MI lesson planning frameworks. Asamoah, Antwi, and colleagues (2025) profiled students' multiple intelligence strengths in Ghanaian university economics courses, finding that interpersonal and naturalistic profiles predominated among students from rural and communal backgrounds, and that instructional activities aligned with these profiles case studies in local community contexts, peer-collaborative problem-solving generated demonstrably higher behavioral and social engagement than decontextualized academic tasks. These findings are directly applicable to the Kenyan context, where comparable communal cultural orientations are prevalent, particularly in rural sub-counties.

Kenya's Competency-Based Education (CBE), extended to Junior Secondary School from 2023, places learner engagement at the center of its pedagogical philosophy, explicitly rejecting passive knowledge transmission in favor of active, learner-centered approaches (KICD, 2017; Ruto, 2022). The Education Above All Observatory (2024) reports that 78% of CBE learners show improved participation compared to the predecessor 8-4-4 system. However, improvement is unevenly distributed across subjects, with content-heavy disciplines, including Social Studies, remaining particularly susceptible to passive instructional modes. Mwangi and Njoroge (as cited in Kimani, 2023) document that Social Studies teachers at junior secondary level continue to rely predominantly on verbal-linguistic, chalk-and-talk methods despite CBC's participatory mandate, creating structural disengagement among learners whose dominant intelligence profiles are non-linguistic. Odhiambo et al. (2025) found that while teachers broadly understood CBC's competency-development orientation, hands-on learning, cooperative tasks, and differentiated instruction were applied inconsistently. The study identified three systemic barriers: insufficient teacher training in MI-based differentiation, scarcity of instructional materials, and overcrowded classrooms 52.5% of teachers reported class sizes severely constrained their ability to facilitate engagement-oriented activities, constraints amplified in rural sub-counties.

Despite convergent global and regional evidence supporting MI-based instruction as a predictor of enhanced engagement, significant gaps remain. First, no published study has empirically examined how MI-based instructional strategies influence the behavioral, cognitive, emotional, and social engagement dimensions of Grade 7 Social Studies learners within Kenya's CBC framework. Existing Kenyan literature addresses engagement at the curriculum policy level but does not provide lesson-level empirical evidence on how specific MI-aligned activities influence observable engagement patterns. Second, the measurement gap is particularly acute. Previous African engagement studies relied primarily on teacher self-reports or general survey instruments not calibrated to Social Studies content or CBC competency indicators. No validated observation instrument adapted for Kenyan junior secondary Social Studies currently exists, and no study has triangulated observation data with learner interviews to capture authentic engagement patterns at classroom level. Third, Narok Central Sub-County represents an understudied context. Located in a predominantly pastoralist setting, the sub-county's Grade 7 learners bring naturalistic and interpersonal intelligence profiles shaped by their socio-cultural environment—profiles neither acknowledged nor activated by predominantly verbal-linguistic methods currently dominant in Social Studies instruction. Whether deliberately employing MI strategies aligned with these profiles can bridge the documented engagement gap remains empirically unanswered. The present study addresses these gaps by employing a structured observation checklist grounded in the four-dimensional engagement framework of Fredricks et al. (2004) and Heilporn et al. (2024) to document engagement patterns during implementation of MI-based instructional strategies in Grade 7 Social Studies classrooms in Narok Central Sub-County.

#### ***2.4 Relationship Between Multiple Intelligence-Based Instructional Strategies and Competency Attainment in Grade 7 Social Studies***

Academic achievement in Social Studies reflects the extent to which learners attain intended learning outcomes in understanding historical events, geographical concepts, citizenship responsibilities, and social organization, typically measured through classroom assessments or standardized examinations (Pallant, 2020). Within the context of Multiple Intelligence (MI)-based instructional strategies, researchers have investigated whether tailoring Social Studies instructional activities to diverse cognitive strengths enhances learners' mastery of social, historical, and geographical content relative to conventional methods (Gardner, 1999; Kornhaber, 2019). This is particularly relevant in Social Studies, where complex social concepts such as governance systems, historical causation, cultural diversity, and human-environment interactions require diverse cognitive entry points for effective internalization and retention. For instance, learners with strong spatial intelligence may grasp geographical relationships through map work, while those with interpersonal intelligence may better understand historical events through role-playing and debates. Contemporary research demonstrates that when Social Studies instruction accommodates diverse intelligence profiles, learners demonstrate measurable improvements in both immediate achievement and long-term knowledge retention (Armstrong, 2018).

Global experimental research indicates that MI-based instructional strategies significantly enhance students' academic achievement in Social Studies when properly implemented. Taş and Minaz (2024) conducted a quasi-experimental study with 62 fourth-grade primary school students, implementing learning style-based differentiated instructional activities specifically in Social Studies. The experimental group demonstrated significantly higher academic achievement in Social Studies compared to the control group taught through traditional methods, with both quantitative Social Studies achievement tests and qualitative interview data confirming the effectiveness of tailoring Social Studies instruction to individual learning characteristics. Critically for Social Studies contexts, the study found that when learners could approach historical narratives through dramatization (bodily-kinesthetic), analyze geographical data through visual maps (spatial), and discuss civic concepts through group debates (interpersonal), they achieved superior content

mastery and retention compared to uniform lecture-based instruction. This finding is directly applicable to Grade 7 Social Studies contexts in Kenya, where the curriculum encompasses History, Geography, and Citizenship strands requiring diverse cognitive approaches. Al-Abdallat and Al-Omari (2023) found in their quasi-experimental study that students who engaged in multiple intelligence-based activities demonstrated decreased anxiety levels and improved content proficiency compared to those receiving traditional instruction, suggesting that MI-based approaches in Social Studies create more conducive learning environments that translate to better academic outcomes.

Contemporary research on differentiated instruction provides additional support for MI-based pedagogical approaches across subject areas, with implications for Social Studies instruction. Insorio (2024) evaluated differentiated instruction strategies in addressing student diversity in mathematics classes, discovering that significant achievement resulted from addressing student diversity through carefully implemented differentiation using the plan-do-study-act methodology. While conducted in mathematics, the study's emphasis on performance-based assessment and application rather than recall is particularly relevant for Social Studies competency-based assessment under Kenya's CBE framework, which requires learners to demonstrate understanding of social concepts through application rather than memorization. The research found that classes were better delivered and adapted to students' learning styles using differentiated instruction, with data verified by subject specialists confirming improved student outcomes. Recent systematic reviews confirm that differentiated instruction impacts students' academic achievement and motivational-affective characteristics predominantly positively, though considerable heterogeneity exists between studies, suggesting the importance of implementation quality and contextual factors (Ziernwald, Hillmayr, & Holzberger, 2022). The mechanism through which MI-based instruction enhances achievement is consistent across contexts, including Social Studies: when instruction moves beyond linguistic-only delivery which often characterizes Social Studies as a "reading subject" through strategies aligned with learners' cognitive strengths, a broader spectrum of learners can achieve high-level mastery of historical, geographical, and civic content.

Within Kenya's Competency-Based Education (CBE) framework, the emphasis on learner-centered pedagogy creates conducive conditions for MI-based Social Studies instruction, yet significant implementation gaps exist. Kenya's CBE transition to junior secondary education (Grades 7-9) began in 2023, with Social Studies positioned as a compulsory learning area under the Humanities and Social Sciences group, emphasizing participatory teaching methods, collaborative learning, problem-based learning, and technology-enhanced presentations to stimulate critical thinking about social concepts (KICD, 2017; Ministry of Education, 2019). The Grade 7 Social Studies curriculum specifically requires learners to develop competencies in interpreting maps and geographical data (spatial intelligence), analyzing historical cause-and-effect relationships (logical-mathematical intelligence), participating in civic discussions (interpersonal intelligence), and conducting environmental field observations (naturalistic intelligence) competencies that theoretically align with MI-based instructional approaches. Assessments are designed to measure both Social Studies knowledge acquisition and competency development across multiple dimensions, theoretically supporting MI-based approaches. However, implementation challenges persist that directly impact the potential effectiveness of MI-based strategies on Social Studies academic achievement. Research on CBE implementation reveals that while 78% of students showed improved engagement and participation, significant gaps remain in teachers' capacity to implement student-centered approaches in Social Studies, with 41.8% strongly agreeing and 37.6% agreeing they lack sufficient knowledge about CBE application (Education Above All Observatory, 2024; Maina, 2023). Social Studies faces particular challenges, as teachers often default to lecture-based methods that treat it as a "reading subject," failing to engage the spatial, kinesthetic, and naturalistic intelligences of learners (Odhiambo et al., 2025). Additional challenges include inadequate Social Studies instructional materials such as maps, globes, and resources for field activities, and overcrowded classrooms that hinder the personalized attention essential for MI-based Social Studies instruction. These implementation challenges are particularly acute in rural sub-counties, where resource constraints make it difficult to implement the varied activities map work, role-plays, field trips, community interviews that MI-based Social Studies instruction requires.

Despite global evidence supporting MI-based instruction's impact on achievement, critical gaps exist in localized evidence specific to Grade 7 Social Studies within the Kenyan educational context. While recent studies (2022-2025) demonstrate achievement gains in various subjects, fewer investigate Social Studies outcomes, particularly at the Grade 7 level within African contexts. Taş and Minaz (2024) provide the most directly relevant evidence for Social Studies, but their study was conducted in Turkey with Grade 4 learners, limiting direct transferability to Grade 7 Kenyan contexts. Experimental designs vary in rigor, with some lacking long-term follow-up, making it difficult to infer sustained effects on Social Studies achievement beyond immediate post-tests. Furthermore, Social Studies achievement assessments differ across studies in both content and psychometric properties, compromising direct comparability and the ability to generalize findings to diverse rural educational settings in Kenya. Research specifically examining MI-based instruction's impact on Grade 7 Social Studies achievement within Kenya's CBE framework remains conspicuously absent, particularly in rural counties like Narok where implementation challenges may be most acute. Contemporary research emphasizes the need for context-specific studies that employ validated Social Studies achievement measures aligned with curriculum competencies, utilize robust experimental or quasi-experimental designs with adequate control for confounding variables, and examine sustained Social Studies achievement effects (Insorio, 2024; Taş & Minaz, 2024).

The reviewed empirical evidence collectively suggests that MI-based instructional strategies are associated with enhanced Social Studies academic achievement when properly implemented, yet critical gaps remain. Contemporary research demonstrates that differentiated instruction based on multiple intelligence profiles significantly improves students' academic performance in Social Studies, reduces anxiety, enhances motivation, and develops positive attitudes toward learning social content. However, localized evidence specific to Grade 7 Social Studies learners within Kenya's CBE framework is notably absent, particularly in rural settings like Narok Central Sub-County where Social Studies instruction often remains confined to traditional lecture methods. The existing literature points to a clear need for research that systematically evaluates the impact of MI-based instruction on Social Studies achievement using robust, contextually relevant assessments aligned with CBE Social Studies competency frameworks and designs that account for implementation realities in Kenyan junior secondary schools. By addressing this gap, the current study will determine whether MI-based differentiation can overcome the "one-size-fits-all" limitations that currently characterize much Social Studies instruction in resource-constrained settings, specifically

examining whether aligning instruction with learners' spatial, kinesthetic, interpersonal, and naturalistic intelligence profiles enhances achievement in historical understanding, geographical analysis, and citizenship competencies. This will contribute to evidence-based Social Studies instructional practices that support learner performance in this core humanities subject area within Kenyan junior secondary education.

### **2.5 Theoretical framework.**

This study is grounded in Gardner's Theory of Multiple Intelligences (GTMI) and complemented by Constructivist Learning Theory, which together explain how MI-based instructional strategies influence classroom engagement and academic achievement in Social Studies among Grade Seven learners. Gardner's Theory of Multiple Intelligences challenges the traditional view of intelligence as a single, fixed capacity measured by Intelligence Quotient (IQ). Instead, Gardner conceptualizes intelligence as a set of distinct but interrelated cognitive abilities that individuals possess in varying degrees (Gardner, 1983, 1999, 2006). The theory identifies eight intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. According to Gardner, effective instruction should recognize and respond to these differences to support meaningful learning.

In the context of Social Studies, MI theory is particularly applicable because the subject integrates communication, social interaction, environmental awareness, cultural understanding, and reflective thinking. MI-based instructional strategies such as debates, storytelling, role play, group discussions, map interpretation, project-based learning, and community-based activities allow teachers to present content through multiple pathways that align with learners' dominant intelligences. When instruction matches learners' intelligence profiles, learners are more likely to participate actively, remain attentive, and demonstrate interest, all of which are central indicators of classroom engagement (Armstrong, 2018). Within this study, GTMI provides the theoretical basis for understanding learner diversity and explains why differentiated instructional strategies are expected to enhance engagement and academic achievement in Social Studies.

Constructivist Learning Theory, as advanced by Piaget and Vygotsky, posits that learners actively construct knowledge through interaction with content, peers, and their learning environment rather than passively receiving information (Piaget, 1972; Vygotsky, 1978). Learning is viewed as a process shaped by prior experiences, social interaction, and meaningful engagement with tasks. Constructivism aligns closely with MI-based instruction and the principles of Kenya's Competency-Based Education (CBE) framework, which emphasizes learner-centered pedagogy, collaboration, critical thinking, and real-world application of knowledge (MoE, 2019). In Social Studies classrooms, constructivist approaches encourage inquiry, discussion, problem-solving, and reflection—activities that naturally engage multiple intelligence domains and promote deeper understanding.

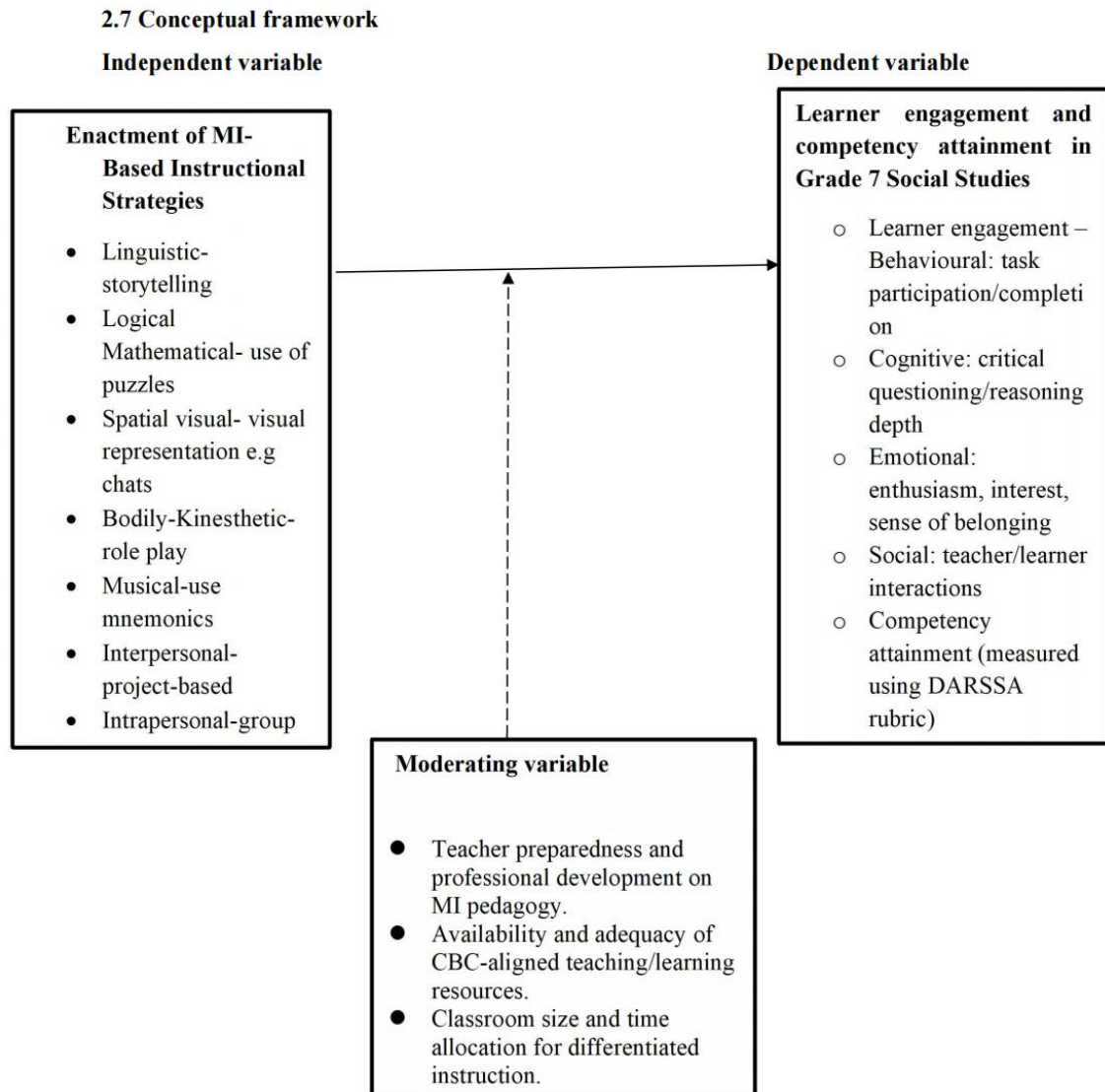
From a constructivist perspective, classroom engagement acts as a critical mechanism through which instructional strategies influence learning outcomes. Learners who actively participate, collaborate with peers, and remain cognitively engaged are more likely to internalize concepts and demonstrate improved academic achievement. The integration of Gardner's Theory of Multiple Intelligences and Constructivist Learning Theory provides a comprehensive framework for explaining the relationship between instructional strategies, classroom engagement, and academic achievement. GTMI explains the nature of learner diversity, while constructivist theory explains how learning occurs through active engagement.

In this study, Multiple Intelligence-Based Instructional Strategies are conceptualised as the independent variable, while learner engagement (behavioural, cognitive, emotional, and social) and competency attainment in Social Studies are the dependent variables. The framework assumes that when teachers employ MI-aligned instructional strategies within a constructivist learning environment, learners are more likely to be engaged and to attain the expected competencies. This theoretical framework is particularly relevant for Grade Seven learners in Narok Central Sub-County, where diverse learner backgrounds and instructional constraints necessitate inclusive, responsive, and learner-centered teaching approaches consistent with the goals of the Competency-Based Education framework.

## 2.7 Conceptual framework

**Figure 1**

*Relationship between multiple intelligence-based instructional strategies and learner engagement and competency attainment in Social Studies among Grade 7 learners in Narok Central, Kenya*



The conceptual framework for this study is grounded in the interaction between pedagogical inputs and learner engagement and competency attainment within the specific educational landscape of Narok Central Sub-County. It posits that the "one-size-fits-all" model often found in traditional Social Studies instruction is insufficient for meeting the diverse cognitive needs of Grade 7 learners. Instead, the framework suggests a relationship where the Independent Variables comprised of Students' Multiple Intelligence (MI) Profiles and MI-Based Instructional Strategies serve as the primary drivers of educational success.

The students' MI profiles represent the eight distinct cognitive domains, such as linguistic, spatial-visual, and bodily-kinesthetic, which define how an individual perceives and processes information. When teachers implement MI-based instructional strategies, they transition from lecture-heavy methods to diversified approaches like map-modeling, role-play, and collaborative projects that align with these profiles. This alignment is expected to directly influence the Dependent Variables, namely learner engagement and competency attainment.

Learner engagement is measured across behavioural, cognitive, emotional, and social dimensions, while competency attainment is reflected in learners' performance against the CBE performance descriptors on the Document Analysis Rubric for Social Studies Achievement (DARSSA). However, the framework recognizes that this relationship is not automatic; it is influenced by Moderating Variables. In Narok Central Sub-County, factors such as the level of teacher preparedness in Competency-Based Education (CBE) principles, the availability of instructional resources, and classroom size serve as

critical interveners that can either facilitate or hinder the effectiveness of MI-aligned instruction. Ultimately, the model suggests that by addressing the mismatch between teaching methods and learner needs, schools can foster higher engagement and improved competency attainment in the Social Studies curriculum.

### 3. RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter describes the research design, the location of the study, the target population, sample size and sampling techniques, research instruments, pilot study, validity and reliability of the research instruments, data collection procedures, data analysis techniques and the ethical considerations to be used in the study.

#### 3.1 Research design

The study adopted a descriptive mixed-methods research design using a convergent parallel approach. In this design, quantitative and qualitative data were collected concurrently, analyzed separately, and given equal priority. The findings were then merged during interpretation to provide a comprehensive understanding of the relationship between Multiple Intelligence (MI)-based instructional strategies and learning outcomes (Creswell & Creswell, 2018).

A descriptive orientation was appropriate because the study sought to examine existing instructional practices, learner intelligence profiles, classroom engagement, and academic achievement without manipulating variables. The mixed-methods approach was justified by the complexity of MI-based instruction, which required quantitative data to establish statistical relationships and qualitative data to explain classroom processes and contextual dynamics. The convergent model enhanced validity through triangulation, allowing the researcher to corroborate and integrate findings from both strands for a more holistic interpretation.

#### 3.2 Location of study

The study was conducted in Narok Central Sub-County in Narok County, Kenya, located approximately 150 kilometers south-west of Nairobi. The sub-county is organized into four education zones, namely Olesankale Zone, Nkobon Zone, Ilmashariani Zone, and Olchoro Zone. These zones formed the administrative and operational framework for the coordination and management of junior secondary education within the sub-county during the study.

Narok Central comprises both highland and lowland geographical features and is predominantly inhabited by the Maasai community alongside other ethnic groups. The area was continuing to experience gradual urbanization and population growth, resulting in increased school enrolment and expanding educational needs at the time of the study. The presence of diverse socio-economic and cultural characteristics made the sub-county appropriate for examining the implementation of Multiple Intelligence-based instructional strategies aimed at improving learning outcomes among junior school learners. The four-zone structure also provided an effective framework for organizing sampling and ensuring geographical representation across the study area.

#### 3.3 Target population

The target population consisted of all Grade 7 learners, teachers, and school administrators in public junior secondary schools within Narok Central Sub-County. The sub-county had 23 junior secondary schools distributed across the four education zones. These schools collectively served 82 Grade 7 teachers and a total number of learners distributed across the zones.

The distribution of Grade 7 learners per zone is as follows:

**Table 1**

*Number of Students in Narok Central Sub-County Per Zone*

| Zone              | Number of Grade 7 Learners |
|-------------------|----------------------------|
| Olesankale Zone   | 510                        |
| Nkobon Zone       | 735                        |
| Ilmashariani Zone | 623                        |
| Olchoro Zone      | 544                        |
| <b>Total</b>      | <b>2,412</b>               |

This gave a total of 2,412 Grade 7 learners. The target population therefore included teachers and learners drawn from the junior secondary schools in the four zones.

**Table 2***Target Population*

| <b>Respondents</b> | <b>Target Population</b> |
|--------------------|--------------------------|
| Teachers           | 82                       |
| Students           | 2,412                    |
| <b>Total</b>       | <b>2,494</b>             |

*Source: Narok County Education Office statistics (2023)***3.4 Sampling procedures and sampling size**

The study employed stratified random sampling to capture participants from the four educational zones. The study used Krejcie and Morgan's (1970) sample size determination table with 95% confidence level and 5% margin of error, as presented below;

$$s = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where:

S=required sample size

X<sup>2</sup>=table value of chi-square (3.841)

N= population size

P= population portion (assumed to be 0.5)

d= degree of accuracy (0.05)

**Table 3 Sample Size**

| <b>Respondents</b> | <b>Target population</b> | <b>Sample size</b> |
|--------------------|--------------------------|--------------------|
| Teachers           | 82                       | 68                 |
| Students           | 2,412                    | 320                |
| <b>Total</b>       | <b>2,494</b>             | <b>388</b>         |

*Source: (Computed using Krejcie & Morgan's formula based on Narok County Education Office statistics, 2023)***3.5 Data Collection Instruments**

The study employed multiple data collection instruments to obtain comprehensive qualitative and quantitative data from teachers and students regarding the use and impact of Multiple Intelligence (MI) instructional strategies. These instruments included questionnaires, interview schedules, classroom observation scales, and achievement records analysis. Each instrument was carefully designed to align with the objectives of the study and to capture relevant information on teaching strategies, students' MI profiles, classroom engagement, and competency attainment in Grade 7 Social Studies.

**3.5.1 Multiple Intelligence Developmental Assessment Scales (MIDAS)**

The study employed an adapted version of the Multiple Intelligence Developmental Assessment Scales (MIDAS) to identify the dominant intelligence profiles of Grade 7 Social Studies learners (Objective 1). This instrument was a validated self-report inventory that measured learners' preferences across the eight intelligence domains: Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalistic (Shearer, 1996). The items were contextualized to the junior secondary Social Studies environment in Kenya, with specific reference to activities such as map reading, historical analysis, civic discussions, and environmental observations. The instrument utilized a five-point Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree) to ensure a standardized and systematic assessment of learners' cognitive strengths and learning preferences. The MIDAS was administered to the sampled Grade 7 learners across the four educational zones in Narok Central Sub-County.

**3.5.2 Social Studies Instructional Strategies Questionnaire (SSISQ)**

The Social Studies Instructional Strategies Questionnaire (SSISQ) was administered to Grade 7 Social Studies teachers to determine the extent to which they utilized MI-based pedagogy in their teaching practice (Objective 2). The questionnaire was divided into three sections: Section A captured demographic data including gender, teaching experience, academic qualifications, and training in CBE and MI theory; Section B consisted of a frequency-

based five-point Likert scale (5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, 1 = Never) measuring the implementation of specific instructional strategies organized across the eight intelligence domains; and Section C contained open-ended questions exploring curriculum-specific applications, implementation challenges, and resource availability. By focusing on subject-specific tasks such as analyzing population data (Logical-Mathematical), map interpretation (Spatial), role-playing historical events (Bodily-Kinesthetic), and community field studies (Naturalistic) the SSISQ provided a quantitative measure of the pedagogical shift toward differentiated instruction within the CBE framework. The SSISQ was administered to the sampled Social Studies teachers.

### **3.5.3 Classroom Engagement Observation Scale (CEOS)**

The Classroom Engagement Observation Scale (CEOS) was used by the researcher to directly observe classroom practices and assess how MI-based instructional strategies influenced learner engagement during Grade 7 Social Studies lessons. The CEOS measured engagement across four dimensions: behavioral engagement (participation frequency, time-on-task, voluntary contributions), cognitive engagement (quality of questions, analytical depth, problem-solving approaches), emotional engagement (enthusiasm, interest, affective responses to content), and social engagement (collaborative interaction quality, peer support, respect for diverse perspectives). Each dimension contained 5–10 specific indicators rated on a five-point scale (5 = Strongly Evident in 90–100% of learners, 4 = Evident in 70–89%, 3 = Moderately Evident in 50–69%, 2 = Slightly Evident in 30–49%, 1 = Not Evident in 0–29%). The CEOS also included a section documenting the specific MI-based strategies employed during each observed lesson, the quality of strategy implementation, and contextual factors that influenced engagement (class size, availability of materials, lesson disruptions). The researcher conducted structured observations in sampled classrooms, with each lesson observation lasting 40 minutes (one standard Social Studies period). Field notes supplemented the quantitative ratings to capture qualitative nuances of engagement patterns and instructional dynamics.

### **3.5.4 Document Analysis Rubric for Social Studies Achievement (DARSSA)**

This study utilized a Document Analysis Rubric for Social Studies Achievement (DARSSA) to collect data related to learners' competency attainment in Grade 7 Social Studies. The instrument was designed to systematically examine learners' previous Social Studies test scripts and assessment records in order to determine their level of achievement. Document analysis is a recognized research technique that involves reviewing existing records and documents to obtain meaningful information relevant to the research objectives (Bowen, 2009). In educational research, learners' examination records and classroom assessments provide objective evidence of academic performance and are therefore useful sources of data when evaluating learning outcomes (Creswell & Creswell, 2018). The rubric was aligned with the Competency-Based Education (CBE) assessment framework developed by the Kenya Institute of Curriculum Development, which emphasizes competency development rather than mere recall of information. Specifically, the rubric assessed learners' performance across the key Grade 7 Social Studies strands, namely History and Government, Geography, and Citizenship, together with the analytical and critical thinking skills that support the interpretation and application of Social Studies knowledge. These strands reflect the interdisciplinary structure of Social Studies, which integrates historical understanding, geographical interpretation, and civic awareness to develop informed and responsible citizens. The rubric used the CBE performance descriptors of Exceeding Expectations (EE), Meeting Expectations (ME), Approaching Expectations (AE), and Below Expectations (BE) to evaluate learners' responses. Each learner's test script was examined against clearly defined criteria within the rubric to determine the level of competency demonstrated in each strand. The use of rubric-based document analysis enhanced consistency and objectivity during the evaluation process by providing standardized criteria for assessing learners' work (Brookhart, 2013). Within each of the three strands, the rubric's descriptors were first scored on a weighted numeric scale of 1 to 4 (Below Expectation = 1 through Exceeding Expectation = 4), and each learner's three strand scores were averaged to produce a single continuous composite achievement score. This continuous composite score, rather than the categorical bands themselves, was the variable entered into the Pearson correlation reported in Section 4.6.2. The four EE/ME/AE/BE bands reported in Table 4.5 were derived afterward, for descriptive presentation only, by rounding each learner's composite score to the nearest whole band. The scores obtained from the rubric were recorded in a learner achievement recording sheet and used to determine the overall level of academic achievement in Social Studies. These results were later analyzed to examine the relationship between Multiple Intelligence–based instructional strategies and learners' academic performance in Grade 7 Social Studies.

## **3.6 Reliability and Validity of Research Instruments**

Data collection took place after the researcher had conducted a pilot study in Narok North Sub-County. The rationale for undertaking this pilot study was to determine the reliability and validity of the research instruments and to gain experience in the administration of the questionnaires, so that the instruments and procedures could be refined and any necessary changes made to enhance the clarity of the items. The researcher used the test–retest method on a pilot sample of 30 learners and 3 teachers, drawn from schools outside the main sample.

### **3.6.1 Validity of Research Instruments**

Validity is the degree to which a research instrument actually measures what it purports to measure. In this study, the content validity of the instruments was established with the help of educational psychologists and curriculum specialists, and every aspect of the questionnaires and interview schedules was reviewed to ensure it covered both the MI-based instructional strategies and the curriculum. The instruments were presented to the supervisors, departmental lecturers, and colleagues, whose suggestions and clarifications were incorporated to establish the credibility of the research instruments.

### 3.6.2 Reliability of Research Instruments

Reliability refers to the consistency of a measure, or the degree to which a research instrument yields stable and consistent results across repeated trials. In this study, internal consistency was assessed to ensure that the items within each sub-scale of the Multiple Intelligence (MI) questionnaires effectively measured the intended constructs. The researcher employed Cronbach's Alpha to determine the reliability of the Likert-scale items in the Teachers' and Students' questionnaires. This method was preferred as it provides a coefficient of inter-item correlations, indicating how well the items in a set are related. The Cronbach's Alpha coefficient is expressed by the following mathematical formula:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where N= the number of items, c-bar= mean inter-item covariance among the items, and v-bar mean variance. In this research, a Cronbach's alpha of 0.7 and above was deemed acceptable (George & Mallery, 2003). Both Likert-scale instruments met this threshold following the pilot study: the Multiple Intelligence Developmental Assessment Scales (MIDAS) returned an overall alpha of .82, and the Social Studies Instructional Strategies Questionnaire (SSISQ) returned an overall alpha of .79, and no further item revisions were required.

### 3.6.3 Pilot Study

A pilot study was conducted to assess the clarity, feasibility, reliability, and suitability of the research instruments before the main study. The pilot helped identify ambiguous items, estimate internal consistency reliability, and evaluate the practicality of the administration procedures.

The pilot was undertaken in three junior secondary schools in Narok North Sub-County, which shared similar characteristics with Narok Central Sub-County but did not form part of the main sample, in order to avoid contamination. A total of 30 Grade 7 learners and 3 Social Studies teachers participated. This size was adequate for preliminary reliability estimation and instrument refinement (Hertzog, 2008), and aligned with guidance that pilot samples may constitute approximately 1%–10% of the target population (Mugenda & Mugenda, 2003).

All instruments were tested during the pilot phase: the Multiple Intelligence Developmental Assessment Scales (MIDAS), the Social Studies Instructional Strategies Questionnaire (SSISQ), the Classroom Engagement Observation Scale (CEOS), and the Document Analysis Rubric for Social Studies Achievement (DARSSA). The quantitative tools were tested for internal consistency using Cronbach's alpha. The observational and rubric-based tools were reviewed for clarity of rating criteria and consistency of interpretation. Feedback and field notes from the pilot informed the minor revisions made to the instruments before the main data collection.

### 3.7 Data Collection Procedure

The researcher obtained ethical and administrative approval before data collection. Authorization was first sought from the university, followed by acquisition of an introductory letter from Maasai Mara University. A research permit was then obtained from the National Commission for Science, Technology, and Innovation (NACOSTI). Upon approval, authorization letters were secured from the Narok County Director of Education and the Narok Central Sub-County Deputy County Commissioner.

A reconnaissance visit was conducted to familiarize the researcher with the selected schools, present official permits, schedule data collection sessions, and establish rapport with administrators and teachers. During this visit, the purpose of the study and its ethical safeguards were explained. Data collection then proceeded through the administration of MIDAS to Grade 7 learners, distribution of the SSISQ to teachers, classroom observations using the CEOS, and application of the Document Analysis Rubric for Social Studies Achievement (DARSSA). Ethical principles were strictly observed, including informed consent from teachers and learner assent for minors, confidentiality through coding, and secure data storage. All activities were scheduled to minimize disruption to instructional time.

### 3.8 Data Analysis Procedures

Data analysis is the process of organising, summarising, interpreting, and drawing meaning from collected data in order to answer research questions and test hypotheses (Creswell & Creswell, 2018). In mixed-methods research, quantitative and qualitative data are analysed separately and later integrated to provide a more comprehensive understanding of the phenomenon under investigation (Creswell & Plano Clark, 2018). Accordingly, this study analysed quantitative data using descriptive and inferential statistics, while qualitative data were analysed thematically. The findings from both strands were subsequently integrated to provide a holistic understanding of the relationship between Multiple Intelligence-Based Instructional Strategies, learner engagement, and competency attainment in Social Studies among Grade 7 learners.

#### 3.8.1 Quantitative Data Analysis

Quantitative data were cleaned, coded, and screened for completeness before analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were computed to summarize the dominant Multiple Intelligence profiles of Grade 7 learners, the Multiple Intelligence-Based

Instructional Strategies utilized by teachers, learner engagement levels, and competency attainment in Social Studies. These descriptive statistics addressed Objectives One and Two of the study.

Learners' scores for each intelligence domain, instructional strategy domain, and engagement dimension were converted to percentages of the maximum obtainable score and classified into low (0–33%), moderate (34–66%), and high (67–100%) levels, following the scoring convention of the Multiple Intelligence Developmental Assessment Scales (Shearer, 1996). Competency attainment was classified using the Competency-Based Education performance descriptors applied in the Document Analysis Rubric for Social Studies Achievement (DARSSA), namely Below Expectation (BE), Approaching Expectation (AE), Meeting Expectation (ME), and Exceeding Expectation (EE) (see Appendix V). Mean composite scores were also computed for each domain to provide a continuous measure of relative strength.

To address Objectives Three and Four, the following null hypotheses were tested at the 0.05 level of significance:

**H<sub>01</sub>:** There is no statistically significant relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 Social Studies learners in Narok Central Sub-County, Kenya.

**H<sub>02</sub>:** There is no statistically significant relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya.

Pearson's Product-Moment Correlation Coefficient (*r*) was used to determine the strength and direction of the relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement, as well as between Multiple Intelligence-Based Instructional Strategies and competency attainment. Pearson's *r* was considered appropriate because the variables were measured on continuous scales and the study sought to establish the magnitude and direction of the relationships among the variables. Statistical significance was determined using two-tailed tests at the 0.05 level. The results were presented using tables and interpreted based on the strength, direction, and significance of the observed relationships.

### **3.8.2 Qualitative Data Analysis**

Qualitative data obtained from classroom observations and teacher interviews were analysed using thematic analysis following Braun and Clarke's (2006) six-phase framework. The analysis involved familiarisation with the data through repeated reading of interview transcripts and observation notes; generation of initial codes from data segments relevant to the study objectives; searching for patterns among codes to form themes; reviewing and refining themes to ensure coherence and distinctiveness; defining and naming themes; and producing the final analytical report. The resulting themes were used to explain the implementation of Multiple Intelligence-Based Instructional Strategies, learner engagement patterns, competency attainment experiences, and contextual factors influencing the use of MI-based instructional approaches in Grade 7 Social Studies classrooms.

### **3.8.3 Data Integration**

Data integration was conducted at the interpretation stage in accordance with the convergent parallel mixed-methods design. Quantitative and qualitative findings were compared through side-by-side analysis and joint display tables to identify areas of convergence, divergence, and complementarity. For example, quantitative findings on the relationships between Multiple Intelligence-Based Instructional Strategies, learner engagement, and competency attainment were compared with qualitative themes derived from classroom observations and teacher interviews. The integration of findings provided a more comprehensive understanding of how the use of Multiple Intelligence-Based Instructional Strategies relates to learner engagement and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya.

### **3.8.4 Data Presentation**

Quantitative results were presented using frequency tables, bar graphs, and correlation matrices. Qualitative findings were presented narratively, supported by selected verbatim excerpts from observations and interviews to illustrate the generated themes. Integrated joint displays were used where necessary to demonstrate alignment or divergence between the quantitative and qualitative data strands.

### **3.9 Ethical Consideration**

The researcher explained to each respondent the purpose of the study, and all respondents were informed that the information they provided would be kept confidential. Participants were informed that their participation was not mandatory and that they had the right to be treated with full respect without being offered any incentives. Respondents were assured that the name of their school and their individual identities would not be disclosed, and that feedback would be made available to them after the study if needed. The researcher built a rapport with respondents to facilitate data collection.

The researcher confirmed that approval to conduct the research had been granted by the relevant education authorities. All adult participants, and the parents or guardians of the junior school learners, completed and signed informed consent forms. Surveys were conducted in settings where information could be kept private, and the identity of respondents was protected throughout.

## 4. DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

### 4.0 Introduction

This chapter presents and analyses the findings of the study on the relationship between Multiple Intelligence-Based Instructional Strategies, learner engagement, and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya. Guided by the convergent parallel mixed-methods design, quantitative and qualitative data were collected concurrently, analysed separately, and integrated during interpretation to provide a comprehensive understanding of the study phenomenon (Creswell & Plano Clark, 2018).

Quantitative data obtained from the Multiple Intelligence Developmental Assessment Scales (MIDAS), the Social Studies Instructional Strategies Questionnaire (SSISQ), the Classroom Engagement Observation Scale (CEOS), and the competency attainment assessment tools were analysed using descriptive and inferential statistics. Qualitative data derived from teacher interviews and classroom observations were analysed thematically following Braun and Clarke's (2006) framework and integrated with the quantitative findings to enrich interpretation and explanation of the results.

The chapter is organised according to the study objectives. Section 4.1 presents the response rate, while Section 4.2 describes the demographic characteristics of the participants. Section 4.3 addresses the first objective by identifying the dominant Multiple Intelligence profiles among Grade 7 learners. Section 4.4 examines the Multiple Intelligence-Based Instructional Strategies utilised in Social Studies classrooms. Section 4.5 presents findings on the relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement, while Section 4.6 examines the relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies.

The interpretation of the findings is informed by Gardner's Theory of Multiple Intelligences and Constructivist Learning Theory, which underpin the study's conceptualisation of Multiple Intelligence profiles and instructional strategies as key factors associated with learner engagement and competency attainment. All statistical analyses were conducted at the 0.05 level of significance in accordance with the procedures outlined in Chapter Three.

### 4.1 Questionnaire Return Rate

The study targeted 320 Grade 7 learners and 68 Social Studies teachers selected from four educational zones in Narok Central Sub-County. Of the 320 learner questionnaires administered, 319 were returned fully completed and usable for analysis, representing a response rate of 99.7%. Only one questionnaire was excluded due to substantial missing data. This response rate exceeds the 70% threshold considered adequate for social science research and is attributed to the researcher-administered approach used during data collection (Mugenda & Mugenda, 2003).

For the teacher survey, 15 Grade 7 Social Studies teachers completed the Social Studies Instructional Strategies Questionnaire (SSISQ). Although this number falls below the sample size recommended by Krejcie and Morgan (1970), it represents all Grade 7 Social Studies teachers available in the sampled schools during the data collection period. Consequently, the teacher-level findings are interpreted as descriptive of the participating teachers and their classrooms rather than statistically representative of all Social Studies teachers in Narok Central Sub-County. This limitation is discussed further in Chapter One.

Complete data were also obtained from the Classroom Engagement Observation Scale (CEOS), classroom observations, teacher interviews, and competency attainment records because these instruments were administered directly by the researcher during scheduled school visits. The high response and completion rates across all data collection instruments minimize the potential for non-response bias and enhance the credibility of the study findings.

Overall, the exceptionally high learner response rate and complete coverage of the available teacher population provided a sufficient basis for the descriptive, correlational, and qualitative analyses presented in this chapter.

### 4.2 Demographic Characteristics of Respondents

Understanding the background characteristics of the pupils and teachers who took part in the study provides an important context for interpreting the substantive findings on Multiple Intelligence profiles, instructional strategy use, learner engagement, and competency attainment that follow later in this chapter. This section therefore presents the distribution of pupils by gender and age, and the distribution of teachers by gender in relation to academic qualification and years of teaching experience.

#### 4.2.1 Pupils' Demographic Characteristics

This section presents the demographic characteristics of the participating Grade 7 learners in terms of gender and age. The information provides a profile of the learner population involved in the study and offers important contextual background for understanding the Multiple Intelligence profiles, learner engagement patterns, and competency attainment levels examined in subsequent sections. Figure 2 presents the distribution of learners by gender and age category.

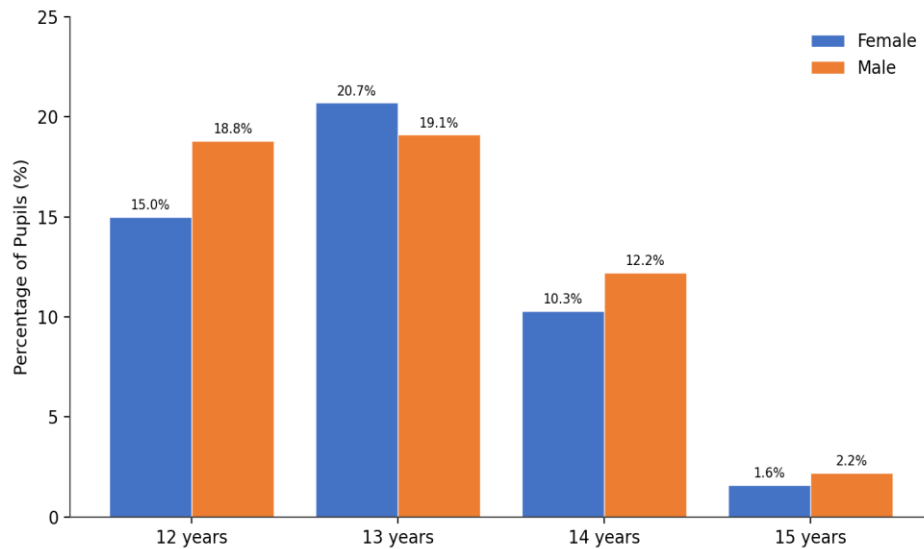
**Figure 2***Distribution of Pupils by Gender and Age*

Figure 2 shows that the sample comprised a fairly balanced gender distribution, with males forming a slight majority (52.4%) and females accounting for 47.6%. In terms of age, the respondents were predominantly 12–13 years old (73.7%), with 13 years emerging as the most common age category. Learners aged 14 years and above constituted a relatively smaller proportion of the sample. These findings indicate that the participants largely fall within the expected age range for Grade 7 learners under Kenya's Competency-Based Education (CBE) system. The balanced gender representation and concentration of learners in early adolescence provide a suitable basis for examining Multiple Intelligence profiles, instructional strategies, learner engagement, and competency attainment among Grade 7 Social Studies learners in Narok Central Sub-County.

#### 4.2.2 Teachers' Demographic Characteristics

This section presents the demographic characteristics of the participating Grade 7 Social Studies teachers in terms of gender, level of academic qualification, and years of teaching experience. These characteristics are important because they provide contextual information on the professional background of teachers who implement Multiple Intelligence-Based Instructional Strategies in Social Studies classrooms. Figure 3 presents the distribution of teachers by gender and academic qualification, while Figure 4 shows their distribution by gender and years of teaching experience.

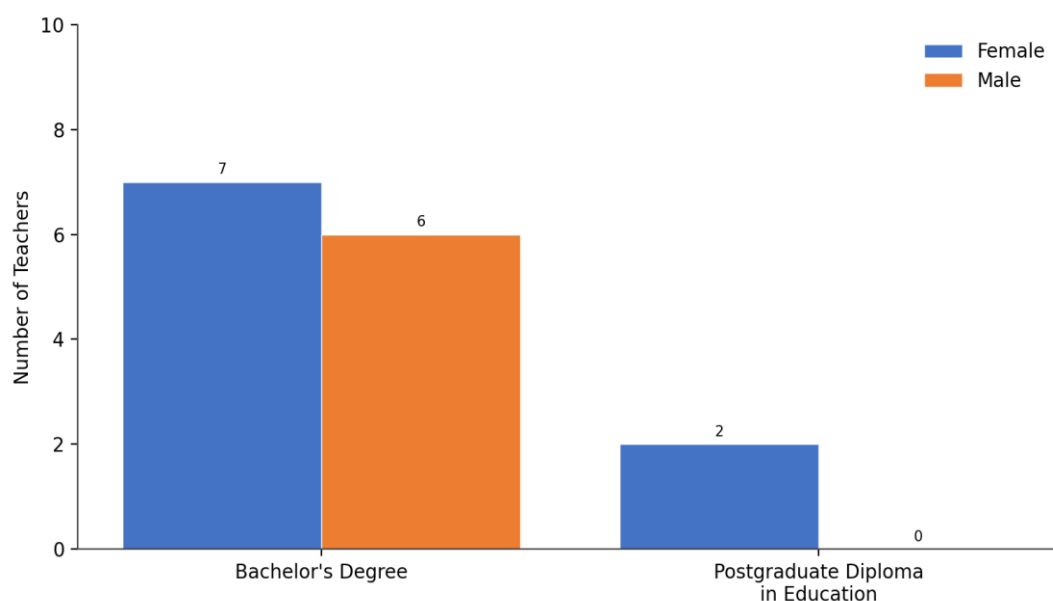
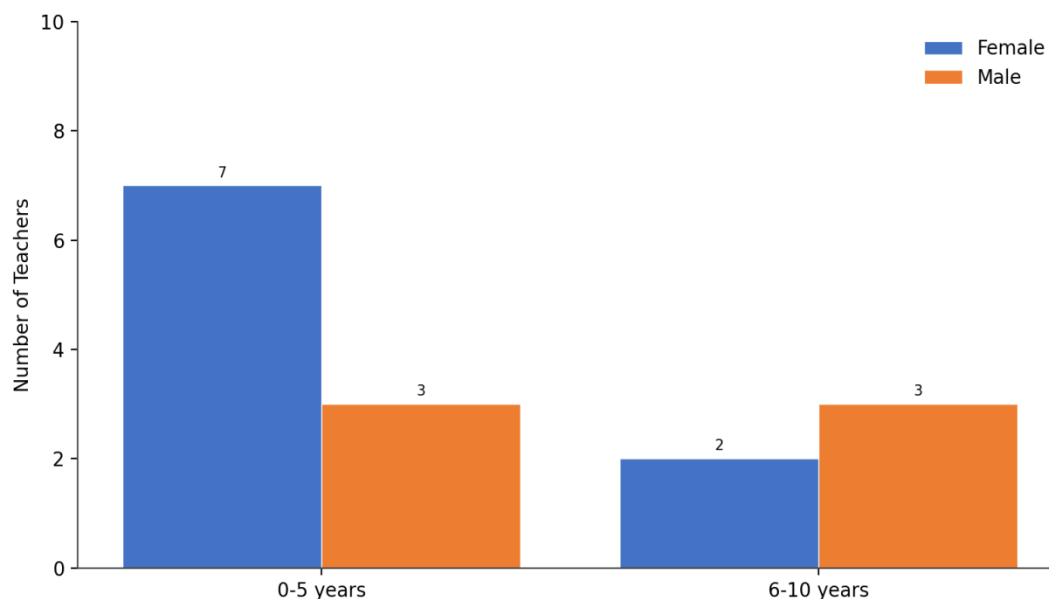
**Figure 3***Distribution of Teachers by Gender and Level of Academic Qualification*

**Figure 4***Distribution of Teachers by Gender and Years of Teaching Experience*

The findings reveal three key trends among the participating Grade 7 Social Studies teachers. As shown in Figure 3, female teachers formed the majority (60.0%) compared to male teachers (40.0%). The teaching workforce was also highly qualified, with the vast majority (86.7%) holding Bachelor's degrees, while only 13.3% possessed postgraduate qualifications. As illustrated in Figure 4, most teachers (66.7%) had between 0 and 5 years of teaching experience, while 33.3% had between 6 and 10 years of experience. Notably, none of the sampled teachers reported more than 10 years of teaching experience.

These findings suggest that Social Studies instruction in the sampled schools is delivered by a professionally qualified but relatively early-career teaching workforce. While the high proportion of degree holders indicates adequate professional preparation, the predominance of teachers with fewer than five years of teaching experience underscores the importance of continuous professional development and mentoring to strengthen the effective implementation of Multiple Intelligence-Based Instructional Strategies. The presence of a smaller group of more experienced teachers also presents opportunities for peer learning and pedagogical support, which may enhance learner engagement and competency attainment in Social Studies.

#### **4.3 Dominant Multiple Intelligence Profiles of Grade 7 Social Studies Learners**

The first objective of the study was to identify the dominant Multiple Intelligence profiles of Grade 7 Social Studies learners in Narok Central Sub-County. This objective was addressed through the corresponding research question: What are the dominant Multiple Intelligence profiles among Grade 7 Social Studies learners in Narok Central Sub-County? Data were collected using the Multiple Intelligence Developmental Assessment Scales (MIDAS), administered to all 319 sampled pupils across the eight intelligence domains identified by Gardner (1999): linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. Learners' scores for each intelligence domain were analysed and classified into low, moderate, and high levels according to the scoring criteria adopted for this study, as described in Section 3.8.1.

##### **4.3.1 Distribution of Pupils by Gender and Intelligence Domains**

This section presents the distribution of Grade 7 learners across the eight Multiple Intelligence domains by gender. The analysis was undertaken to determine the dominant intelligence profiles among learners and to examine whether notable variations existed between male and female learners. The findings are presented using categorical classifications of low, moderate, and high intelligence levels across the eight domains assessed through the MIDAS instrument.

Figure 5 presents the proportion of the 319 sampled Grade 7 learners, comprising 167 males and 152 females, who were classified in the high category across the eight Multiple Intelligence domains. The figure highlights the dominant intelligence profiles by gender among the learners.

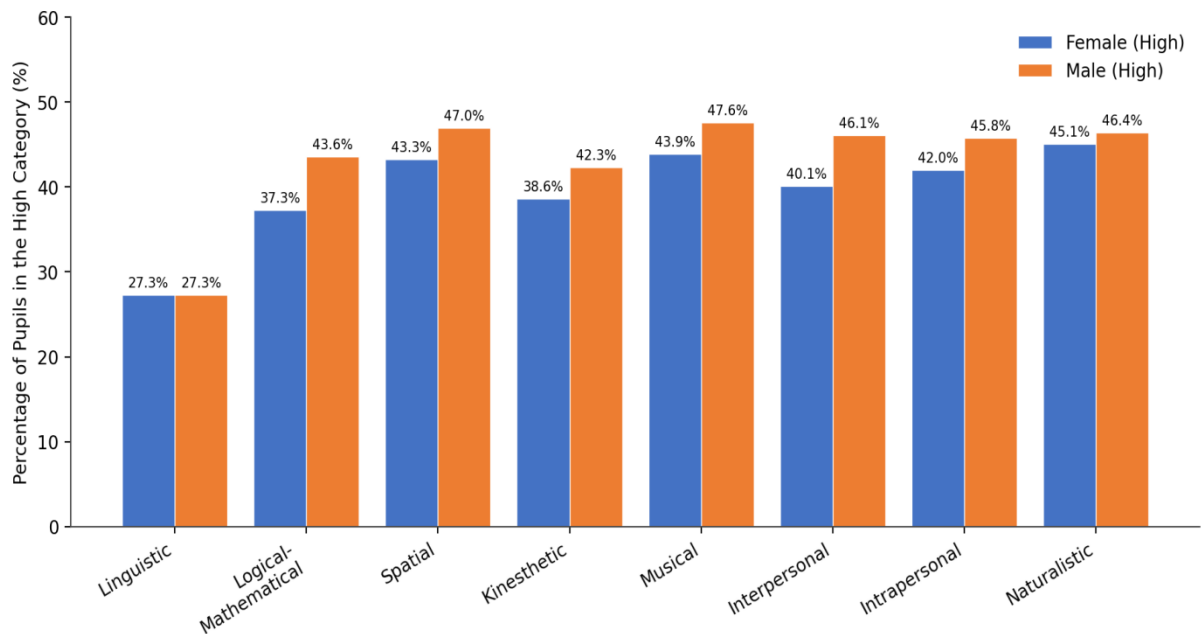
**Figure 5***Distribution of Pupils by Gender and Intelligence Domains*

Table 4 presents the proportion of the 319 sampled Grade 7 learners, comprising 167 males and 152 females, who were classified in the high category across the eight Multiple Intelligence domains. The figure highlights the dominant intelligence profiles by gender among the learners.

**Table 4***Percentage of Pupils in the Low, Moderate and High Bands of Each Intelligence Domain, by Gender*

| Intelligence Domain  | Female Low (%) | Female Moderate (%) | Female High (%) | Male Low (%) | Male Moderate (%) | Male High (%) |
|----------------------|----------------|---------------------|-----------------|--------------|-------------------|---------------|
| Linguistic           | 20.4           | 52.3                | 27.3            | 25.1         | 47.6              | 27.3          |
| Logical-Mathematical | 10.3           | 52.4                | 37.3            | 8.8          | 47.6              | 43.6          |
| Spatial              | 4.4            | 52.3                | 43.3            | 5.3          | 47.7              | 47.0          |
| Bodily-Kinesthetic   | 9.1            | 52.3                | 38.6            | 10.0         | 47.7              | 42.3          |
| Musical              | 3.8            | 52.3                | 43.9            | 4.7          | 47.7              | 47.6          |
| Interpersonal        | 7.5            | 52.4                | 40.1            | 6.3          | 47.6              | 46.1          |
| Intrapersonal        | 5.6            | 52.4                | 42.0            | 6.6          | 47.6              | 45.8          |
| Naturalistic         | 2.5            | 52.4                | 45.1            | 6.0          | 47.6              | 46.4          |

Table 4 and Figure 5 show that naturalistic intelligence emerged as the most dominant intelligence domain among both female and male learners, with 45.1% of females and 46.4% of males classified in the high category. This was closely followed by musical intelligence, where 43.9% of females and 47.6% of males attained high scores. In contrast, linguistic intelligence was the least dominant domain, recording the lowest proportion of learners in the high category (27.3% for both females and males) and the highest proportion in the low category.

Across most intelligence domains, male learners recorded slightly higher proportions in the high category than female learners, with the largest differences observed in logical-mathematical intelligence (43.6% for males compared to 37.3% for females) and spatial intelligence (47.0% for males compared to 43.3% for females). However, the differences were generally small, suggesting that both male and female learners exhibited relatively similar intelligence profiles.

A notable trend is that the majority of learners across all eight intelligence domains were classified in the moderate category, indicating that most learners possess balanced rather than extreme intelligence strengths. Nonetheless, the higher proportions of learners in the naturalistic, musical, spatial, interpersonal, and intrapersonal domains suggest that these are the dominant Multiple Intelligence profiles among Grade 7 learners in Narok Central Sub-County.

These findings imply that learners possess diverse intelligence strengths, with stronger tendencies towards environmental awareness, music, visual-spatial reasoning, social interaction, and self-awareness than towards linguistic abilities. The results therefore support the view that Social Studies instruction should employ a variety of instructional approaches to cater for the diverse intelligence profiles present in the classroom.

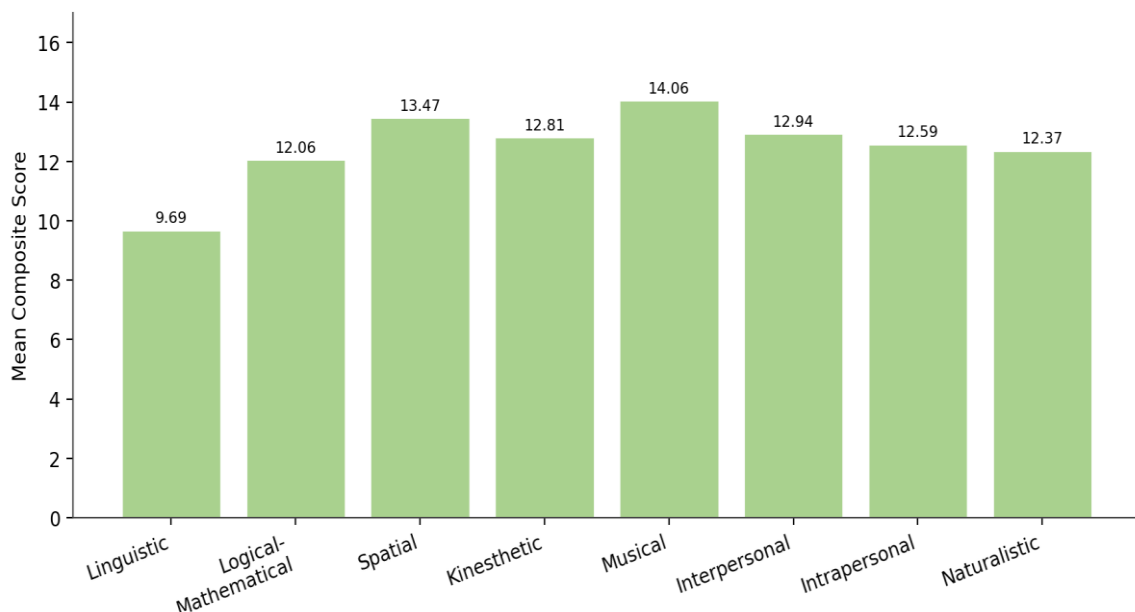
To complement the categorical analysis presented in Table 4 and Figure 5, mean composite MIDAS scores were computed across the eight intelligence domains to provide a continuous measure of relative intelligence strength among the learners. Figure 6 presents the mean scores and facilitates comparison of the dominant intelligence domains identified in the study. The results are presented in section 4.3.2.

#### 4.3.2 Mean Composite Scores of Multiple Intelligence Domains

To complement the categorical analysis presented in Table 4 and Figure 5, mean composite MIDAS scores were computed across the eight Multiple Intelligence domains. Whereas the low, moderate, and high classifications provide an overview of the distribution of learners across intelligence categories, the mean scores offer a continuous measure of the relative strength of each intelligence domain among the sampled learners. Figure 6 presents the mean composite scores and facilitates comparison of the intelligence domains to identify those that are most and least developed among Grade 7 Social Studies learners in Narok Central Sub-County.

**Figure 6**

*Mean Composite Scores of Pupils' Multiple Intelligence Domains*



As shown in Figure 6, musical intelligence recorded the highest mean composite score ( $M = 14.06$ ), followed by spatial intelligence ( $M = 13.47$ ), interpersonal intelligence ( $M = 12.94$ ) and bodily-kinesthetic intelligence ( $M = 12.81$ ). In contrast, linguistic intelligence recorded the lowest mean score ( $M = 9.69$ ), substantially lower than all the other intelligence domains.

A clear pattern emerging from the findings is that the seven non-linguistic intelligence domains recorded relatively similar mean scores, ranging from 12.06 to 14.06, indicating that learners demonstrated fairly balanced strengths across multiple intelligence domains rather than dominance in a single area. Musical and spatial intelligences emerged as the strongest domains, while interpersonal, intrapersonal, naturalistic, bodily-kinesthetic and logical-mathematical intelligences also recorded comparatively high and closely related mean scores.

In contrast, linguistic intelligence stood out as the least developed domain, recording a mean score that was considerably lower than the other seven domains. This finding is consistent with the categorical results presented in Table 4 and Figure 5, which also identified linguistic intelligence as having the lowest proportion of learners in the high category.

Overall, the findings suggest that Grade 7 learners in Narok Central Sub-County possess diverse and relatively balanced Multiple Intelligence profiles, with stronger tendencies towards musical, spatial, interpersonal and other non-linguistic intelligences than towards linguistic intelligence. The consistency between the mean composite scores and the categorical classifications strengthens confidence in the identification of the dominant intelligence profiles among the learners.

#### **4.3.3 Discussion on Dominant Multiple Intelligence Profiles of Grade 7 Social Studies Learners**

The findings reveal a clear pattern in which non-linguistic intelligences are more prominent than linguistic intelligence among Grade 7 learners in Narok Central Sub-County. The dominance of naturalistic, musical, spatial, interpersonal and intrapersonal intelligences, together with the concentration of most learners in the moderate category across domains, supports Gardner's (1983, 1999) assertion that intelligence is pluralistic rather than unidimensional. Rather than exhibiting a single dominant intelligence, learners demonstrate diverse and relatively balanced profiles across multiple domains. This observation is consistent with Tomlinson's (2014) argument that heterogeneous classrooms comprise learners with varied strengths and therefore cannot be effectively served through undifferentiated approaches to instruction.

The pattern is further reinforced by the mean composite scores, which showed only modest variation across the seven non-linguistic intelligences but a noticeably lower standing for linguistic intelligence. The relatively compressed spread among the non-linguistic domains suggests that learners do not divide into clearly defined intelligence subgroups. Instead, they appear to possess broadly distributed strengths across several intelligence domains. This finding aligns with Gardner's view that intelligence is multidimensional and that learners differ more in the combination and expression of intelligences than in the possession of a single dominant capability.

The prominence of naturalistic and other non-linguistic intelligences is consistent with evidence linking intelligence development to learners' socio-cultural and environmental contexts. Opoku et al. (2025) found that learners from rural African settings frequently display strong naturalistic, interpersonal and bodily-kinesthetic profiles, while Aguayo et al. (2021) and Walela (2024) argue that intelligence development is shaped by everyday experiences and cultural practices. The present findings therefore support the proposition that the Maasai pastoralist environment of Narok Central, characterised by close interaction with nature, livestock management and communal activities, may contribute to the development of strong non-linguistic intelligence domains.

The comparatively weak linguistic profile is particularly noteworthy when considered alongside evidence that conventional Social Studies instruction in Kenyan junior schools has historically emphasised verbal exposition, note-taking and textbook reading (Mwangi & Njoroge, as cited in Kimani, 2023). Similarly, Ong'ondo and Borg (2011) observed that Social Studies and related subjects have traditionally relied heavily on verbal and text-based instructional methods. The contrast between the dominance of non-linguistic intelligences and the verbal-linguistic orientation of conventional instruction provides empirical support for concerns raised by Odhiambo et al. (2025) that prevailing teaching approaches may inadequately utilise the cognitive strengths that many learners bring to the classroom. This finding lends credence to the argument advanced in the literature review that a "one-size-fits-all" instructional approach may not adequately reflect the diversity of learner profiles found in contemporary classrooms.

The findings also differ in important ways from studies conducted in Europe, Asia and North America, where linguistic and spatial intelligences have often emerged as dominant learner profiles (Yavich & Rotnitsky, 2020; Greenberg et al., 2020). While spatial intelligence was similarly strong in the present study, linguistic intelligence was comparatively weaker. This divergence underscores the importance of context-specific profiling of learners rather than assuming that intelligence patterns identified in other settings apply universally. As argued by Karagülmez Sağlam and Doğan (2025) and de Klerk and McLean (2025), culturally responsive educational practices require recognition of the unique cognitive and contextual characteristics of learners in different environments.

Finally, the relatively small gender differences observed across most intelligence domains support evidence that intelligence profiles are influenced more by environmental and cultural factors than by sex alone (Karagülmez Sağlam & Doğan, 2025). Overall, the findings suggest that Grade 7 learners in Narok Central Sub-County possess pluralistic and predominantly non-linguistic intelligence profiles. While these findings support Gardner's Multiple Intelligences Theory and existing evidence from rural and community-based learning contexts, limited research has examined how such intelligence profiles interact with instructional practices and learner outcomes in Social Studies under the Competency-Based Education framework.

#### **4.4 Multiple Intelligence-Based Instructional Strategies Utilised in Grade 7 Social Studies Classrooms**

The second objective of the study was to examine the Multiple Intelligence-Based Instructional Strategies utilised by teachers in Grade 7 Social Studies classrooms in Narok Central Sub-County. This objective was guided by the research question: Which Multiple Intelligence-Based Instructional Strategies are utilised by teachers in Grade 7 Social Studies classrooms in Narok Central Sub-County? To address this objective, the study drew on two complementary sources of data: quantitative data obtained from learners regarding their exposure to instructional strategies aligned to the eight intelligence domains, and qualitative data obtained from teachers concerning the strategies they employ, the challenges they encounter in implementation, and the adaptations they make to accommodate diverse learner needs. The findings are presented in sections 4.4.1.

##### **4.4.1 Distribution of Learners' Exposure to Multiple Intelligence-Based Instructional Strategies by Gender**

This section presents learners' reported exposure to Multiple Intelligence-Based Instructional Strategies during Social Studies lessons, disaggregated by gender. The analysis is based on responses from the 319 sampled learners (167 males and 152 females) and examines the extent to which instructional strategies aligned with the eight intelligence domains are utilised in Grade 7 Social Studies classrooms. Figure 7 presents the proportion of male and female learners reporting high exposure to instructional strategies associated with each intelligence domain, thereby providing an indication of the dominant instructional approaches currently employed by teachers.

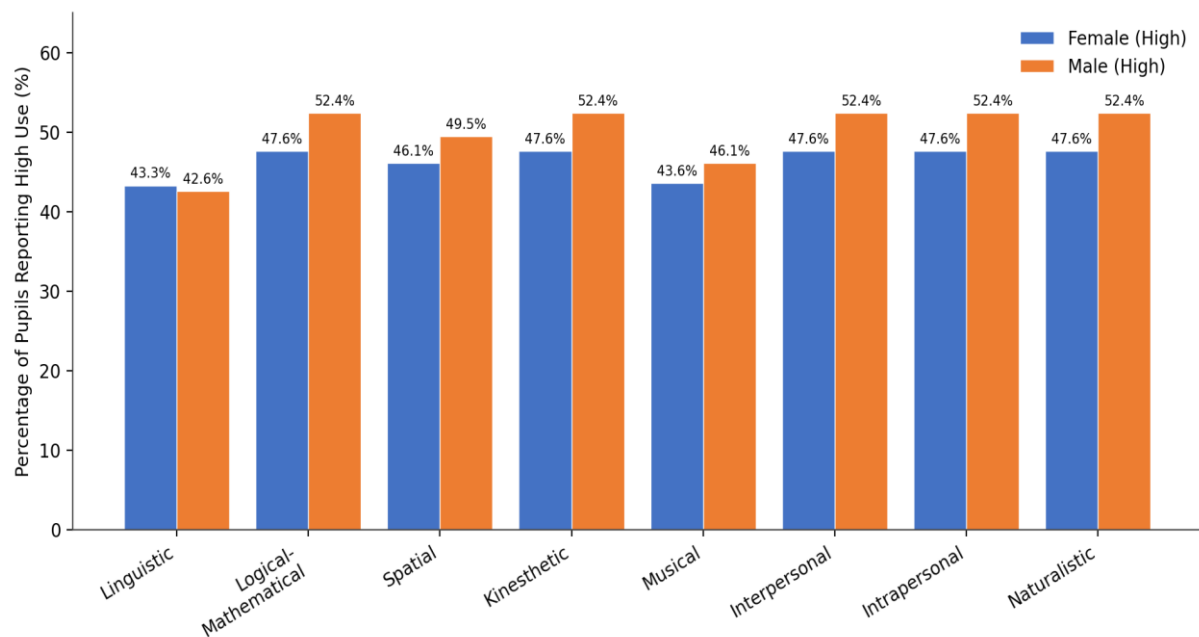
**Figure 7***Distribution of Pupils by Gender and Instructional Strategies*

Table 5 presents the proportion of male and female learners reporting high exposure to instructional strategies associated with each intelligence domain

**Table 5***Percentage of Pupils Reporting Low, Moderate and High Exposure to Multiple Intelligence-Based Instructional Strategies, by Gender*

| Strategy Domain                 | Female Low (%) | Female Moderate (%) | Female High (%) | Male Low (%) | Male Moderate (%) | Male High (%) |
|---------------------------------|----------------|---------------------|-----------------|--------------|-------------------|---------------|
| Linguistic Strategies           | 4.4            | 52.3                | 43.3            | 9.7          | 47.7              | 42.6          |
| Logical-Mathematical Strategies | 0.0            | 52.4                | 47.6            | 0.0          | 47.6              | 52.4          |
| Spatial Strategies              | 1.6            | 52.3                | 46.1            | 2.8          | 47.7              | 49.5          |
| Kinesthetic Strategies          | 0.0            | 52.4                | 47.6            | 0.0          | 47.6              | 52.4          |
| Musical Strategies              | 4.1            | 52.3                | 43.6            | 6.3          | 47.6              | 46.1          |
| Interpersonal Strategies        | 0.0            | 52.4                | 47.6            | 0.0          | 47.6              | 52.4          |
| Intrapersonal Strategies        | 0.0            | 52.4                | 47.6            | 0.0          | 47.6              | 52.4          |
| Naturalistic Strategies         | 0.0            | 52.4                | 47.6            | 0.0          | 47.6              | 52.4          |

Table 5 and Figure 7 indicate that learners reported relatively high exposure to Multiple Intelligence-Based Instructional Strategies across all eight intelligence domains. The highest reported exposure was observed in logical-mathematical, kinesthetic, interpersonal, intrapersonal and naturalistic strategies, where approximately 47.6% of female learners and 52.4% of male learners indicated high exposure. Spatial strategies also recorded high levels of exposure, with 46.1% of females and 49.5% of males reporting high exposure. In contrast, linguistic and musical strategies recorded comparatively lower levels of high exposure and were the only domains in which a noticeable proportion of learners reported low exposure. Overall, the findings suggest that teachers utilise a variety of Multiple Intelligence-Based Instructional Strategies in Social Studies classrooms, with no single strategy domain dominating classroom practice. Furthermore, the pattern of responses indicates generally similar levels of exposure among male and female learners across the strategy domains. To complement the categorical analysis presented in Table 5 and Figure 7, mean composite scores were computed for the eight domains of Multiple Intelligence-Based Instructional Strategies.

#### 4.4.2 Mean Composite Scores of Multiple Intelligence-Based Instructional Strategy Utilisation

While the low, moderate and high exposure classifications provide an overview of the distribution of learners' experiences, the mean scores offer a continuous measure of the relative extent to which each instructional strategy domain is utilised in Social Studies classrooms. Figure 8 presents the mean composite scores and enables a more precise comparison of the instructional strategies most and least frequently experienced by learners.

**Figure 8**

*Mean Composite Scores of Multiple Intelligence-Based Instructional Strategies Utilized*

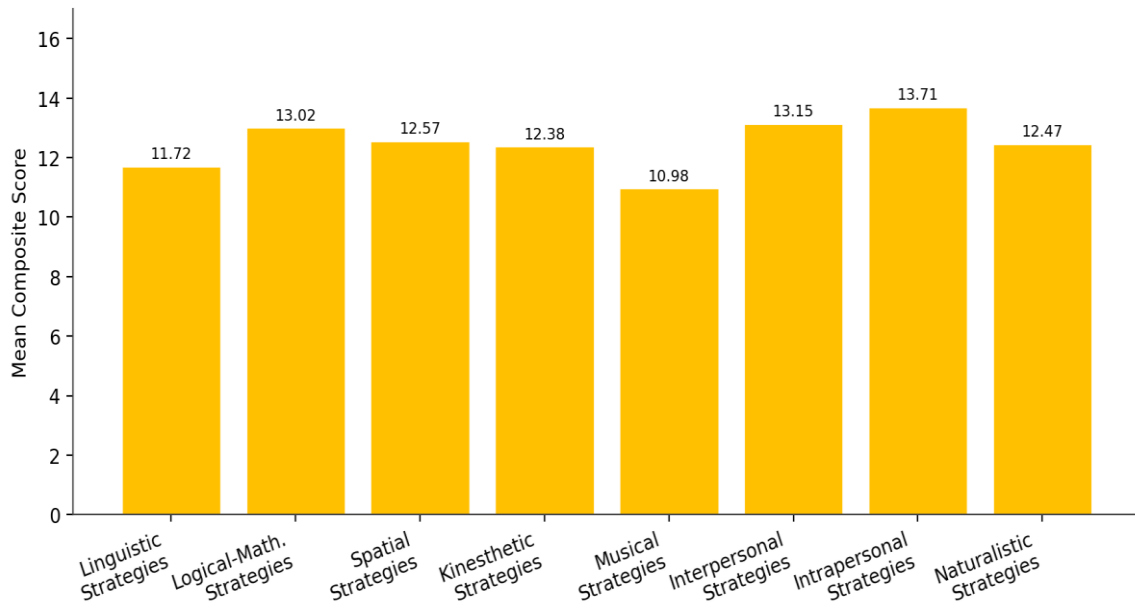


Figure 8 indicates that intrapersonal strategies recorded the highest mean composite score ( $M = 13.71$ ), followed by interpersonal strategies ( $M = 13.15$ ) and logical-mathematical strategies ( $M = 13.02$ ). Spatial ( $M = 12.57$ ), naturalistic ( $M = 12.47$ ) and kinesthetic strategies ( $M = 12.38$ ) recorded moderate levels of utilisation, while linguistic ( $M = 11.72$ ) and musical strategies ( $M = 10.98$ ) had the lowest mean scores. These findings suggest that a variety of Multiple Intelligence-Based Instructional Strategies are utilised in Grade 7 Social Studies classrooms, with relatively greater emphasis on intrapersonal, interpersonal and logical-mathematical approaches than on linguistic and musical strategies. A notable pattern is that the differences among most strategy domains are relatively small, indicating that no single instructional approach dominates classroom practice. However, musical strategies emerge as the least utilised instructional approach despite musical intelligence being among the strongest learner profiles identified earlier. Overall, the findings suggest that teachers employ a broad range of instructional strategies, although the level of utilisation varies across the different intelligence domains. While the quantitative findings provide an overview of the extent to which learners are exposed to Multiple Intelligence-Based Instructional Strategies, they do not explain how teachers implement these strategies in practice. To complement these findings, Section 4.4.3 presents teachers' perspectives on the utilisation of Multiple Intelligence-Based Instructional Strategies in Social Studies classrooms, highlighting the strategies employed, the adaptations made to accommodate diverse learners, and the challenges encountered during implementation.

#### 4.4.3 Teachers' Perspectives on the Utilisation of Multiple Intelligence-Based Instructional Strategies in Social Studies Classrooms

This section presents qualitative findings from teacher interviews on the utilisation of Multiple Intelligence-Based Instructional Strategies in Grade 7 Social Studies classrooms. The qualitative data complement the quantitative findings presented in Sections 4.4.1 and 4.4.2 by providing deeper insights into the instructional strategies teachers employ, the challenges they encounter in implementing them, and the approaches they use to accommodate learners with diverse intelligence profiles. The interview responses were analysed thematically using Braun and Clarke's (2006) six-phase framework, and the resulting themes are presented below alongside illustrative verbatim excerpts from the participants.

##### (a) Instructional Strategies Utilised by Teachers

Analysis of the teacher interview responses generated three themes regarding the instructional strategies teachers utilise in teaching Grade 7 Social Studies: Multiple Intelligence-Based Strategies Enhance Learning, Learner-Centred Approaches, Promote Engagement, and Subject-Specific Strategies Improve Understanding.

The first theme, Multiple Intelligence-Based Strategies Enhance Learning, reflected teachers' views that instructional strategies aligned to different intelligence domains help accommodate diverse learner abilities and enhance understanding of Social Studies concepts. Teachers frequently identified interpersonal, visual-spatial, musical and logical-mathematical approaches as effective. For example, one teacher noted that "*interpersonal intelligence*

*strategies allow students to grasp concepts easily,”* while another observed that *“visual-spatial strategies help learners during fieldwork activities.”* Similarly, a teacher reported that *“musical intelligence helps learners understand concepts through music.”*

The second theme, Learner-Centred Approaches Promote Engagement, captured teachers' preference for instructional strategies that actively involve learners in the learning process. Teachers highlighted group discussions, fieldwork activities, bodily-kinesthetic tasks and independent study as important approaches for promoting participation and interaction. One teacher stated that *“body kinaesthetic is more engaging and allows learners to move and interact,”* while another remarked that *“group discussions can involve all learners.”*

The third theme, Subject-Specific Strategies Improve Understanding, reflected teachers' recognition that certain instructional strategies are particularly suited to specific Social Studies topics. Activities such as map reading, interpretation exercises, fieldwork and geographically oriented learning experiences were identified as helping learners understand concepts more effectively.

These qualitative findings are consistent with the quantitative results presented in Table 5 and Figure 6. Quantitatively, the highest levels of learner-reported exposure were recorded for logical-mathematical, kinesthetic, interpersonal, intrapersonal and naturalistic strategies, where 52.4% of male learners and 47.6% of female learners reported high exposure. Similarly, spatial strategies recorded high exposure among 49.5% of males and 46.1% of females, while musical strategies recorded relatively lower exposure levels (46.1% of males and 43.6% of females). The teacher narratives therefore reinforce the quantitative evidence that Social Studies teachers utilise a variety of Multiple Intelligence-Based Instructional Strategies, with particular emphasis on interpersonal, learner-centred, logical-mathematical and activity-based approaches.

Overall, both the quantitative and qualitative findings suggest that Grade 7 Social Studies teachers employ diverse instructional strategies that seek to accommodate different learner strengths and promote active participation in the learning process. The convergence between learner reports and teacher perspectives provides evidence that Multiple Intelligence-Based Instructional Strategies form an important component of instructional practice in the sampled Social Studies classrooms.

#### **(b) Challenges Teachers Face in Implementing Multiple Intelligence-Based Strategies**

Analysis of the teacher interview responses revealed four major challenges affecting the utilisation of Multiple Intelligence-Based Instructional Strategies in Grade 7 Social Studies classrooms: limited resources and facilities, time constraints, pedagogical knowledge and training gaps, and learner diversity and classroom management challenges.

The first theme, limited resources and facilities, reflected teachers' concerns regarding the inadequacy of teaching and learning materials required to implement diverse instructional approaches effectively. Participants referred to *“limited learning resources,” “lack of enough resources or facilities,”* and *“limited resources to be used in various learning areas”* as key impediments to instructional delivery.

The second theme, time constraints, captured teachers' perceptions that the time allocated for Social Studies lessons is often insufficient to plan and implement a variety of instructional strategies. Teachers cited challenges associated with *“time allocation”* and insufficient *“time to execute the task,”* particularly when employing learner-centred and activity-based instructional approaches.

The third theme, pedagogical knowledge and training gaps, reflected teachers' acknowledgement of limitations in their understanding and application of Multiple Intelligence-Based Instructional Strategies. Some participants reported a *“lack of understanding of the strategies”* and general *“unfamiliarity with multiple intelligence strategies,”* which they perceived as limiting their ability to utilise a broader range of instructional approaches effectively.

The fourth theme, learner diversity and classroom management challenges, highlighted difficulties associated with addressing learners' differing abilities, learning needs, and developmental levels within the same classroom. Teachers observed that *“some learners are slow and others can't understand,”* while others noted that *“classroom size does not cater for flexible movement”* and that variations in learners' age and academic levels complicate instructional planning and implementation.

Overall, the findings indicate that while teachers utilise a variety of Multiple Intelligence-Based Instructional Strategies in Social Studies classrooms, their implementation is influenced by resource limitations, time constraints, pedagogical knowledge gaps, and the complexities of managing diverse learner needs within the classroom environment.

#### **(c) How Teachers Adapt Instruction to Accommodate Diverse Learners**

Analysis of the interview data revealed three major approaches through which teachers adapt instruction to accommodate learners with diverse intelligence profiles: use of diverse teaching methodologies, grouping and collaborative learning, and learner participation and inclusion.

The first theme, use of diverse teaching methodologies, reflected teachers' deliberate efforts to employ a variety of instructional approaches to address differences in learners' abilities, interests, and strengths. Teachers reported using *“different learning methodologies,” “various teaching methodologies,”* and *“different lesson teaching and learning methodologies”* within the same lesson to enhance learner understanding and participation.

The second theme, grouping and collaborative learning, highlighted teachers' use of cooperative learning approaches to support learners with varying levels of understanding. Participants indicated that they adapt instruction by *“grouping them according to their level of understanding,”* facilitating *“group discussions,”* and *“involving learners in everything I do.”* These approaches were perceived as effective in encouraging interaction, peer support, and active participation during learning activities.

The third theme, learner participation and inclusion, underscored teachers' commitment to ensuring that all learners are actively involved in the learning process. Teachers reported *"allowing learners to engage fully in learning," "allowing them write projects,"* and *"using their strengths to gauge engagement"* when planning and implementing instructional activities. These practices were aimed at ensuring that learners with diverse abilities and preferences have opportunities to participate meaningfully in classroom learning.

The qualitative findings complement the quantitative results presented in Table 5 and Figure 6, which indicated high levels of learner exposure to interpersonal, intrapersonal, logical-mathematical, kinesthetic, and naturalistic instructional strategies. Taken together, the findings suggest that teachers employ a range of adaptive instructional practices designed to accommodate learner diversity and promote active participation in Social Studies classrooms. These practices demonstrate an effort to utilise Multiple Intelligence-Based Instructional Strategies in ways that respond to the varied learning strengths and needs of Grade 7 learners. The next section addresses the third objective by examining the relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 learners in Narok Central Sub-County.

#### **4.4.4 Discussion on Distribution of Learners' Exposure to Multiple Intelligence-Based Instructional Strategies by Gender**

The findings indicate that teachers utilise a broad range of Multiple Intelligence-Based Instructional Strategies in Grade 7 Social Studies classrooms. Learners reported relatively high exposure to interpersonal, intrapersonal, logical-mathematical, kinesthetic, naturalistic and spatial strategies, while linguistic and musical strategies recorded comparatively lower levels of exposure. The limited proportion of learners reporting low exposure across most strategy domains suggests that teachers are drawing on a diverse range of instructional approaches rather than relying exclusively on a single teaching method. This pattern is consistent with the Competency-Based Education (CBE) framework, which advocates differentiated and learner-centred instructional practices that accommodate diverse learner needs (KICD, 2017; Ministry of Education, 2019).

The quantitative findings were reinforced by teachers' perspectives, which revealed a preference for instructional approaches aligned with different intelligence domains. Teachers identified interpersonal, visual-spatial, musical and logical-mathematical strategies as particularly effective in facilitating learners' understanding of Social Studies concepts. They also highlighted learner-centred approaches such as group discussions, fieldwork activities, bodily-kinesthetic tasks and independent study as strategies that promote active learner participation. The convergence between learner reports and teacher accounts suggests that MI-based instructional practices are being incorporated into classroom teaching and are recognised by teachers as useful for addressing learner diversity.

A notable pattern emerging from the findings is the prominence of interpersonal, intrapersonal and logical-mathematical strategies. Similar findings have been reported in other educational contexts. Asamoah, Antwi and Effah (2025) found that instructional activities involving collaboration, community-based learning and peer interaction enhanced learner engagement and participation more effectively than teacher-dominated approaches. Likewise, Zagkotas (2025) observed that successful implementation of Multiple Intelligence Theory occurs when teachers integrate intelligence-based strategies into practical subject-specific activities rather than treating intelligence domains as separate instructional categories. This observation is reflected in the present study, where teachers associated effective Social Studies instruction with fieldwork, map-reading activities, interpretation exercises and collaborative learning tasks.

The findings further reveal that teachers adapt instruction through the use of diverse teaching methodologies, grouping practices and inclusive participation strategies. Teachers reported employing different instructional methods within the same lesson, organising learners into groups, facilitating discussions and encouraging active participation through projects and classroom activities. These findings are consistent with those of Rusen, Nurbayani and Marzuki (2020), who found that MI-based instructional practices are most sustainable when embedded within ordinary classroom activities and existing subject content. Similarly, Nketsiah (2025) observed that collaborative and interpersonal teaching approaches are commonly utilised by teachers because they are relatively easy to implement and support participation among learners with diverse abilities.

The findings also identified several challenges affecting the utilisation of MI-based instructional strategies. Teachers cited limited resources and facilities, time constraints, pedagogical knowledge gaps, and learner diversity and classroom management difficulties as the main barriers. Similar challenges have been reported in studies examining the implementation of learner-centred pedagogies within the Kenyan CBE context. Odhiambo et al. (2025) found that limited instructional resources, insufficient teacher preparation and classroom management demands often constrain teachers' ability to implement differentiated instructional approaches effectively. The present findings therefore suggest that while teachers utilise a variety of MI-based strategies, the extent and effectiveness of implementation are influenced by contextual and institutional factors.

Another important finding is that linguistic and musical strategies recorded lower utilisation levels than most other strategy domains. While teachers acknowledged the value of musical approaches in enhancing learning, such strategies appeared less prominent in classroom practice. This finding contrasts with the generally high exposure reported for interpersonal, logical-mathematical and learner-centred strategies, suggesting variation in the extent to which different intelligence domains are incorporated into teaching. The qualitative findings indicate that practical limitations such as inadequate resources, insufficient time and limited familiarity with some MI-based approaches may contribute to these differences in utilisation.

Overall, the evidence shows that Social Studies teachers in Narok Central Sub-County employ a variety of Multiple Intelligence-Based Instructional Strategies, with particular emphasis on interpersonal, intrapersonal, logical-mathematical, kinesthetic and learner-centred approaches. The quantitative and qualitative findings converge in demonstrating that teachers are actively utilising diverse instructional methods to support learning, although the implementation of some strategy domains is influenced by contextual constraints. These findings confirm that MI-based instructional practices form an important component of instructional delivery in Grade 7 Social Studies classrooms.

#### 4.5 Relationship Between Multiple Intelligence-Based Instructional Strategies and Learner Engagement

The third objective of the study was to determine the relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 Social Studies learners in Narok Central Sub-County. This objective was guided by the research question: What is the relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 Social Studies learners in Narok Central Sub-County? Classroom engagement was measured using the Classroom Engagement Observation Scale (CEOS) across four dimensions: behavioural, cognitive, emotional, and social engagement, consistent with the multidimensional framework proposed by Fredricks, Blumenfeld and Paris (2004) and later extended by Heilporn, Lakhal and Bélisle (2024).

To address this objective, the study tested the following null hypothesis:

*H0: There is no statistically significant relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 Social Studies learners in Narok Central Sub-County, Kenya.*

Data on learners' exposure to Multiple Intelligence-Based Instructional Strategies and their levels of engagement were analysed using descriptive and inferential statistics. Pearson's Product-Moment Correlation Coefficient ( $r$ ) was employed to determine the direction, strength, and statistical significance of the relationship between the two variables at the 0.05 level of significance. The findings are presented in the sections that follow.

##### 4.5.1 Levels of Learner Engagement Across the Four Engagement Dimensions

To establish the level of learner engagement among Grade 7 Social Studies learners, engagement was assessed across four dimensions: behavioural, cognitive, emotional, and social engagement. The findings are presented in Figure 9 and Table 6.

**Figure 9**

*Distribution of Pupils by Gender and Engagement Indicators*

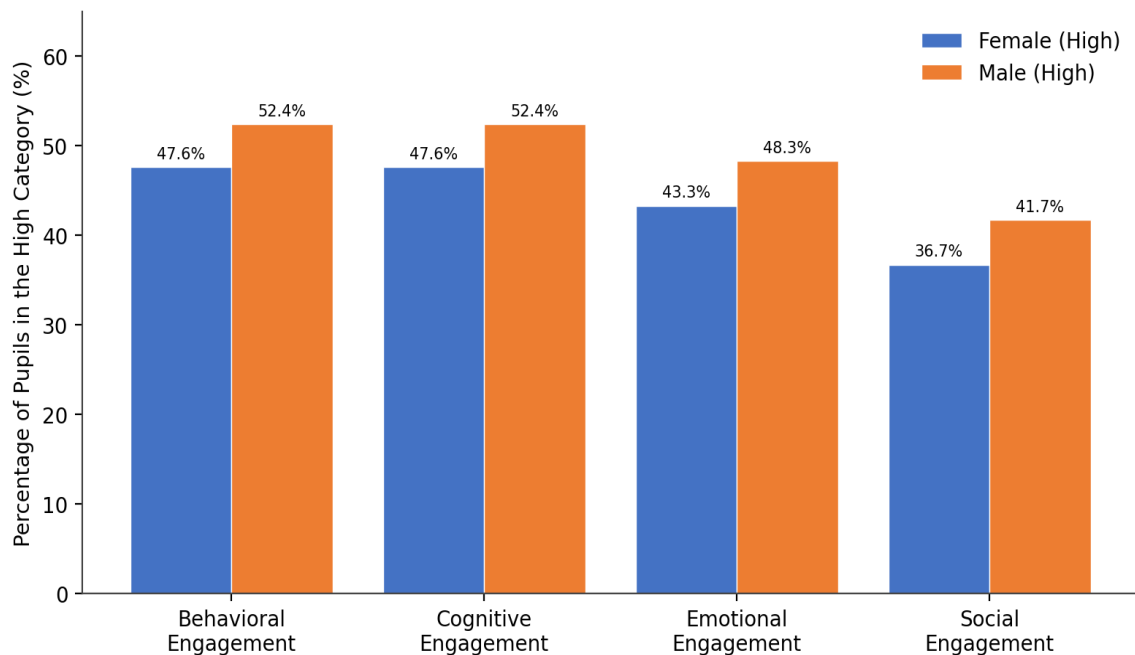


Table 6 presents the distribution of Grade 7 learners across the low, moderate, and high bands of the four learner engagement dimensions, namely behavioural, cognitive, emotional, and social engagement, by gender. The table provides an overview of learners' engagement levels during Social Studies lessons and facilitates comparison of engagement patterns between male and female learners.

**Table 6**

Percentage of Pupils in the Low, Moderate and High Bands of Each Engagement Dimension, by Gender

| Engagement Dimension  | Female Low (%) | Female Moderate (%) | Female High (%) | Male Low (%) | Male Moderate (%) | Male High (%) |
|-----------------------|----------------|---------------------|-----------------|--------------|-------------------|---------------|
| Behavioral Engagement | 0.0            | 52.4                | 47.6            | 0.0          | 47.6              | 52.4          |
| Cognitive Engagement  | 0.0            | 52.4                | 47.6            | 0.0          | 47.6              | 52.4          |

| Engagement Dimension | Female Low (%) | Female Moderate (%) | Female High (%) | Male Low (%) | Male Moderate (%) | Male High (%) |
|----------------------|----------------|---------------------|-----------------|--------------|-------------------|---------------|
| Emotional Engagement | 4.4            | 52.3                | 43.3            | 4.1          | 47.6              | 48.3          |
| Social Engagement    | 11.0           | 52.3                | 36.7            | 10.7         | 47.6              | 41.7          |

Table 6 and Figure 9 indicate that behavioural and cognitive engagement recorded the highest levels of learner engagement, with 47.6% of female learners and 52.4% of male learners classified in the high category for both dimensions. Emotional engagement recorded moderately high levels of engagement, with 43.3% of females and 48.3% of males classified in the high category. In contrast, social engagement recorded the lowest levels of high engagement, with 36.7% of females and 41.7% of males classified in the high category. Across all four dimensions, the majority of learners were classified in either the moderate or high engagement categories, while relatively few learners were classified in the low category. Overall, the findings suggest that Grade 7 learners demonstrated stronger behavioural and cognitive engagement than emotional and social engagement during Social Studies lessons. The next section addresses the core focus of Objective Three by examining the relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 learners in Narok Central Sub-County using Pearson's Product-Moment Correlation analysis.

#### 4.5.2 Relationship Between Multiple Intelligence-Based Instructional Strategies and Learner Engagement

This section presents the results of the analysis conducted to determine the relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 Social Studies learners in Narok Central Sub-County. In line with the third objective of the study and the corresponding null hypothesis ( $H_{0i}$ ), Pearson's Product-Moment Correlation Coefficient ( $r$ ) was used to assess the direction, strength, and statistical significance of the relationship between learners' exposure to Multiple Intelligence-Based Instructional Strategies and their levels of engagement. The results are presented in Table 7 and interpreted using the correlation coefficients and associated significance values at the 0.05 level of significance.

**Table 7**

*Pearson Correlation between Multiple Intelligence-Based Instructional Strategies and Learner Engagement*

| Variable                                                                 | Multiple Intelligence-Based Instructional Strategies | Learner Engagement |
|--------------------------------------------------------------------------|------------------------------------------------------|--------------------|
| Multiple Intelligence-Based Instructional Strategies 1<br>(Pearson $r$ ) | 1                                                    | 0.312**            |
| Sig. (2-tailed)                                                          |                                                      | 0.0001             |
| N                                                                        | 319                                                  | 319                |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The Pearson Product-Moment Correlation analysis revealed a statistically significant positive relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 Social Studies learners ( $r = .312$ ,  $p = .0001$ ,  $N = 319$ ). The correlation coefficient indicates a moderate positive association, suggesting that learners who experienced greater use of Multiple Intelligence-Based Instructional Strategies tended to report higher levels of engagement. Since the  $p$ -value (.0001) was lower than the established significance level of .05, the null hypothesis ( $H_{0i}$ ) was rejected. The study therefore concluded that Multiple Intelligence-Based Instructional Strategies were significantly associated with learner engagement among Grade 7 Social Studies learners in Narok Central Sub-County.

These quantitative findings were further corroborated by the qualitative data obtained from teacher interviews and classroom observations. Participants consistently reported that the use of diverse instructional activities such as group discussions, role play, storytelling, music, visual aids, projects, and collaborative tasks increased learners' participation, attentiveness, confidence, and interaction during Social Studies lessons. Teachers observed that learners became more responsive and actively involved when instructional approaches accommodated different learning preferences and abilities. Classroom observations similarly indicated higher levels of behavioural, cognitive, emotional, and social engagement in lessons where varied intelligence-based activities were employed.

The convergence of both quantitative and qualitative findings strengthens the conclusion that Multiple Intelligence-Based Instructional Strategies play an important role in enhancing learner engagement. While the quantitative results established the existence of a statistically significant relationship, the qualitative findings helped explain how and why the relationship occurs by demonstrating that differentiated and learner-centred instructional practices create opportunities for greater participation, collaboration, and meaningful involvement in classroom learning. Accordingly, the qualitative evidence reinforced the quantitative finding that increased application of Multiple Intelligence-Based Instructional Strategies is associated with higher levels of learner engagement among Grade 7 Social Studies learners in Narok Central Sub-County.

#### 4.5.3 Discussion of the Relationship Between Multiple Intelligence-Based Instructional Strategies and Learner Engagement

The finding that Multiple Intelligence-Based Instructional Strategies were positively and significantly related to learner engagement provides empirical support for the proposition that instructional approaches aligned with learners' diverse strengths can enhance classroom participation and involvement. The positive correlation suggests that increased exposure to intelligence-based instructional strategies is associated with higher levels of behavioural, cognitive, emotional and social engagement among learners. This finding is consistent with Gardner's (1983, 1999) Multiple Intelligences Theory, which argues that learners engage more effectively when instruction is presented through varied approaches that accommodate different intelligence profiles.

The findings are consistent with previous studies that have reported positive effects of MI-based instruction on learner engagement. For example, Setyawan, Pardjono, Widarto and Saptono (2024) found that instructional activities integrating multiple intelligences simultaneously promoted deeper learner engagement in Social Science learning. Similarly, Al-Abdallat and Al-Omari (2023) reported significant improvements in behavioural and cognitive engagement among learners exposed to Multiple Intelligence-based instructional approaches compared to those taught through conventional methods. The present study therefore reinforces evidence that diversifying instructional strategies enhances learners' active involvement in classroom learning.

A notable pattern in the engagement findings was that behavioural and cognitive engagement emerged as the strongest dimensions, while emotional and social engagement were comparatively lower. This pattern aligns with the multidimensional engagement framework proposed by Fredricks, Blumenfeld and Paris (2004) and later extended by Heilporn, Lakhali and Bélisle (2024), which recognises that different dimensions of engagement may develop at varying levels depending on classroom conditions. The stronger behavioural and cognitive engagement observed in the study may reflect teachers' emphasis on instructional activities such as questioning, problem-solving, group discussions, map interpretation, fieldwork and project tasks, which require learners to participate actively and think critically. Teachers' accounts identifying interpersonal, logical-mathematical and subject-specific strategies as effective approaches further support this interpretation.

The moderate strength of the relationship is also important. While the findings confirm that instructional strategies play a significant role in promoting learner engagement, they suggest that engagement is influenced by additional factors beyond instructional practice alone. Qualitative findings revealed that teachers faced challenges including limited resources, insufficient instructional time, overcrowded classrooms, and gaps in pedagogical knowledge. Similar challenges have been documented by Nketsiah (2025), who found that resource limitations and insufficient teacher preparation reduced the effectiveness of MI-based instructional implementation. Likewise, Odhiambo et al. (2025) reported that overcrowded classrooms and inadequate instructional resources constrained the implementation of engagement-oriented approaches within Kenyan Competency-Based Education classrooms. These contextual constraints may partly explain why the relationship, although significant, was moderate rather than strong.

The findings further align with Kumar and Thomas (2025), who identified classroom density and limited instructional time as major barriers to differentiated and engagement-focused pedagogy in developing-country contexts. Such constraints are particularly relevant to social and emotional engagement, which depend heavily on learner interaction, classroom climate and opportunities for meaningful collaboration. The comparatively lower social engagement observed in the present study may therefore reflect structural classroom conditions that limit learners' opportunities for peer interaction despite teachers' efforts to incorporate collaborative activities.

The qualitative evidence provides further insight into how MI-based strategies contribute to learner engagement. Teachers consistently reported that activities such as group discussions, role play, storytelling, projects, music and visual aids increased learners' participation, attentiveness and confidence during Social Studies lessons. These observations correspond with Darling-Hammond et al. (2019), who argue that learner engagement is enhanced when instruction is active, developmentally appropriate and responsive to learners' diverse strengths and interests. Similarly, Shernoff et al. (2016) emphasise that learners are more likely to engage deeply when classroom activities encourage active participation and meaningful interaction with content and peers.

Overall, the convergence of quantitative and qualitative findings demonstrates that Multiple Intelligence-Based Instructional Strategies are positively associated with learner engagement in Grade 7 Social Studies classrooms. The findings support existing theoretical and empirical literature suggesting that learner-centred, differentiated and intelligence-responsive instructional approaches promote higher levels of engagement. However, the moderate strength of the relationship also highlights the influence of contextual factors such as resources, classroom conditions and teacher capacity, indicating that learner engagement is shaped by a combination of instructional and environmental factors.

#### 4.6 Relationship Between Multiple Intelligence-Based Instructional Strategies and Competency Attainment in Social Studies

The fourth objective of the study was to determine the relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya. This objective was guided by the research question: *What is the relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya?* The objective was further tested using the null hypothesis ( $H_0$ ), which stated that there is no statistically significant relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya.

Competency attainment was assessed using the Document Analysis Rubric for Social Studies Achievement (DARSSA), which evaluated learners' examination scripts against the Competency-Based Education (CBE) performance descriptors of Below Expectation (BE), Approaching Expectation (AE), Meeting Expectation (ME), and Exceeding Expectation (EE) across the History and Government, Geography, and Citizenship strands of the Grade

7 Social Studies curriculum. The competency attainment scores derived from the rubric were then used to examine their relationship with learners' exposure to Multiple Intelligence-Based Instructional Strategies. Pearson's Product-Moment Correlation Coefficient ( $r$ ) was employed to determine the direction, strength, and statistical significance of the relationship, and the results are presented in the subsequent sections. Section 4.6.1 presents the distribution of Grade 7 learners by gender across competency attainment levels in Social Studies, based on the Competency-Based Education performance descriptors of Below Expectation, Approaching Expectation, Meeting Expectation, and Exceeding Expectation.

#### 4.6.1 Distribution of Grade 7 Learners by Gender and Competency Attainment Level in Social Studies

This section presents the distribution of Grade 7 learners by gender across competency attainment levels in Social Studies. Figure 10 and Table 8 present the proportions of male and female learners classified in the Competency-Based Education performance categories of Below Expectation (BE), Approaching Expectation (AE), Meeting Expectation (ME), and Exceeding Expectation (EE).

**Figure 10**

*Distribution of Pupils by Gender and Level of Performance*

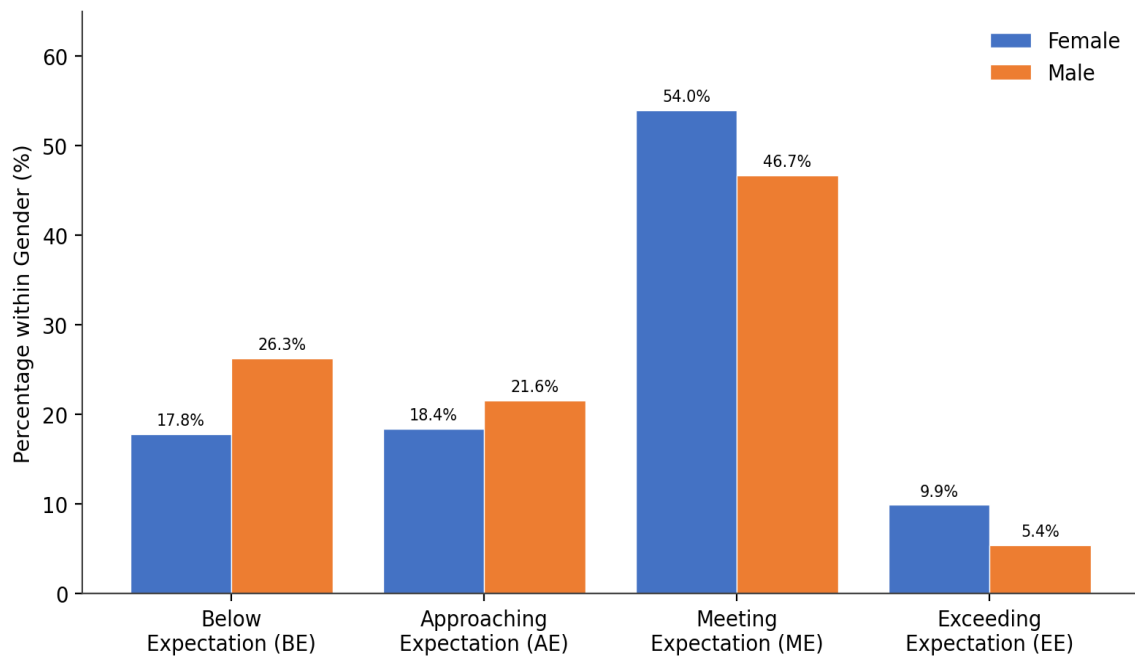


Table 8 presents the distribution of Grade 7 learners across the four competency attainment levels in Social Studies, namely Below Expectation (BE), Approaching Expectation (AE), Meeting Expectation (ME), and Exceeding Expectation (EE), by gender and overall. The table provides an overview of learners' competency attainment and facilitates comparison of performance patterns between male and female learners.

**Table 8**

*Percentage of Pupils in Each Performance Band, by Gender and Overall*

| Performance Band             | Female (%) | Male (%) | Overall (%) |
|------------------------------|------------|----------|-------------|
| Below Expectation (BE)       | 17.8       | 26.3     | 22.3        |
| Approaching Expectation (AE) | 18.4       | 21.6     | 20.1        |
| Meeting Expectation (ME)     | 54.0       | 46.7     | 50.2        |
| Exceeding Expectation (EE)   | 9.9        | 5.4      | 7.5         |
| Total                        | 100.0      | 100.0    | 100.0       |

As shown in Figure 10 and Table 8, the largest proportion of Grade 7 learners (50.2%) attained the Meeting Expectation (ME) competency level in Social Studies. This category was also the most common among both female learners (54.0%) and male learners (46.7%). The second largest proportion of learners (22.3%) were classified as Below Expectation (BE), with a higher percentage of males (26.3%) than females (17.8%) falling within this category. Approaching Expectation (AE) accounted for 20.1% of learners overall, comprising 21.6% of males and 18.4% of females. Exceeding Expectation (EE) was the least represented competency level at 7.5%, although a higher proportion of females (9.9%) than males (5.4%) attained this level.

Overall, the findings indicate that female learners generally attained higher competency levels in Social Studies than their male counterparts. Whereas 63.9% of female learners achieved either Meeting Expectation or Exceeding Expectation, the corresponding proportion among male learners was 52.1%. Conversely, male learners were more likely to fall within the Below Expectation and Approaching Expectation categories.

The results suggest that although half of the learners attained the expected competency level in Social Studies, a substantial proportion (42.4%) remained below the Meeting Expectation threshold, indicating the need for continued efforts to enhance competency attainment among Grade 7 learners in Narok Central Sub-County.

#### 4.6.2 Relationship Between Multiple Intelligence-Based Instructional Strategies and Competency Attainment in Social Studies

This section presents the results of the analysis conducted to determine the relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya. In line with the fourth objective of the study and the corresponding null hypothesis ( $H_0$ ), Pearson's Product-Moment Correlation Coefficient ( $r$ ) was used to determine the direction, strength, and statistical significance of the relationship between learners' exposure to Multiple Intelligence-Based Instructional Strategies and their competency attainment in Social Studies. The results are presented in Table 9 and interpreted using the correlation coefficient and associated significance values at the 0.05 level of significance.

**Table 9**

*Pearson Correlation between Multiple Intelligence-Based Instructional Strategies and Competency Attainment in Social Studies*

| Variable                                                            | Multiple Intelligence-Based Instructional Strategies | Competency Attainment |
|---------------------------------------------------------------------|------------------------------------------------------|-----------------------|
| Multiple Intelligence-Based Instructional Strategies (Pearson $r$ ) | 1                                                    | -0.042                |
| Sig. (2-tailed)                                                     |                                                      | 0.454                 |
| N                                                                   | 319                                                  | 319                   |

Correlation is not significant at the 0.05 level (2-tailed).

As presented in Table 9, Pearson's Product-Moment Correlation analysis was conducted to determine the relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya. The results revealed a very weak negative relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment ( $r = -.042$ ,  $p = .454$ ,  $N = 319$ ). The correlation coefficient indicates that the relationship between the two variables was negligible in magnitude. Since the obtained  $p$ -value (.454) was greater than the prescribed significance level of .05, the relationship was not statistically significant. Consequently, the null hypothesis ( $H_0$ ), which stated that there is no statistically significant relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya, was not rejected. The findings therefore indicate that exposure to Multiple Intelligence-Based Instructional Strategies was not significantly associated with competency attainment in Social Studies among the learners studied. These quantitative findings diverged from the qualitative findings reported earlier, where teachers perceived that the use of varied Multiple Intelligence-Based instructional activities enhanced learners' understanding of concepts, participation in learning activities, and completion of assigned tasks. While the qualitative evidence suggested a positive influence of Multiple Intelligence-Based Instructional Strategies on learning outcomes, the quantitative results did not provide sufficient statistical evidence to demonstrate a significant relationship between the strategies and competency attainment. This divergence suggests that although teachers observed perceived improvements in learners' learning experiences, these improvements were not reflected in measurable competency attainment outcomes in the present study.

#### 4.6.3 Discussion of the Relationship Between Multiple Intelligence-Based Instructional Strategies and Competency Attainment

The findings revealed that Multiple Intelligence-Based Instructional Strategies were not significantly associated with competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County. The relationship was very weak, negative and statistically non-significant, indicating that learners' exposure to MI-based instructional strategies was not directly related to their level of competency attainment. According to Cohen (1988), a correlation of this magnitude is negligible and lacks practical significance, suggesting that instructional strategy utilisation alone was insufficient to explain variations in learners' achievement levels.

At face value, this finding differs from studies that have reported positive achievement outcomes associated with MI-based instruction. For example, Taş and Minaz (2024) found that learners exposed to differentiated Social Studies instruction achieved significantly higher scores than those receiving conventional instruction, while Al-Abdallat and Al-Omari (2023) reported improvements in both academic performance and learning outcomes among learners taught using MI-based approaches. The present findings therefore suggest that the relationship between MI-based instructional strategies and competency attainment may be more complex and context-dependent than implied by these studies.

A more nuanced interpretation emerges when the findings are considered alongside the results for learner engagement. The study established a statistically significant positive relationship between MI-based instructional strategies and learner engagement, yet no corresponding relationship was observed with

competency attainment. This pattern is consistent with the conceptual framework of the study, which positioned learner engagement as an intervening variable linking instructional practices to learning outcomes. The findings therefore suggest that MI-based instructional strategies may influence competency attainment indirectly through their capacity to enhance behavioural, cognitive, emotional and social engagement rather than through a direct effect on achievement itself. Similar observations have been made in the broader engagement literature, which emphasises that engagement often serves as a pathway through which instructional practices influence learning outcomes (Fredricks et al., 2004).

The qualitative findings provide further insight into the absence of a significant direct relationship. Teachers consistently reported challenges related to inadequate resources, limited instructional time, overcrowded classrooms, and insufficient familiarity with MI-based instructional approaches. These constraints may reduce the quality, consistency and depth of strategy implementation. This interpretation is supported by Ziernwald, Hillmayr and Holzberger (2022), whose systematic review found that the impact of differentiated instruction on achievement varies considerably across settings and is strongly influenced by implementation quality. Similarly, teachers in the present study acknowledged gaps in their understanding of MI-based strategies, suggesting that many of the approaches may have been applied intuitively rather than through systematic, theory-informed planning.

The divergence between the quantitative and qualitative findings is also noteworthy. Teachers perceived that activities such as group discussions, role play, storytelling, projects and visual aids improved learners' understanding, participation and task completion. While these perceptions indicate positive classroom experiences, the quantitative data did not demonstrate corresponding gains in competency attainment. This suggests that improvements in participation and engagement do not automatically translate into measurable achievement gains, particularly when competency attainment is assessed through routine classroom assessment records that are influenced by numerous factors beyond instructional strategy, including learner ability, language proficiency, home background and prior learning experiences.

Differences in research design may also help explain why the present findings diverge from those of Taş and Minaz (2024) and Al-Abdallat and Al-Omari (2023). Whereas those studies employed controlled intervention designs in which MI-based instruction was systematically implemented and monitored, the present study examined naturally occurring classroom practices within existing school conditions. Under such circumstances, variations in teacher expertise, resource availability and implementation fidelity may dilute potential achievement effects. Consequently, the findings should not be interpreted as refuting the potential value of MI-based instructional strategies but rather as reflecting the realities of their implementation within Grade 7 Social Studies classrooms in Narok Central Sub-County.

The findings also support observations by Armstrong (2018) and Campbell and Campbell (1999), who contend that measurable achievement gains from MI-based instruction are most likely to emerge when implementation is sustained, systematically planned and supported through continuous professional development. The qualitative findings suggest that these conditions were only partially present in the sampled schools. As a result, while MI-based strategies may have contributed to enhanced engagement and participation, their effects may not yet have been sufficiently established to produce detectable improvements in competency attainment.

Overall, the evidence suggests that Multiple Intelligence-Based Instructional Strategies contribute positively to learners' classroom experiences and engagement but were not significantly associated with competency attainment in Social Studies within the context of this study. The findings indicate that competency attainment is shaped by multiple interacting factors and that the influence of MI-based instructional strategies may be indirect, operating through engagement and other mediating processes rather than through a direct and immediate effect on achievement outcomes.

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## 5.SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.0 Introduction

This chapter presents a summary of the study, the conclusions drawn from the findings presented in Chapter Four, and the recommendations arising from those conclusions. The study sought to examine the relationship between Multiple Intelligence-Based Instructional Strategies, learner engagement, and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya. Specifically, the study aimed to identify the dominant Multiple Intelligence profiles of Grade 7 learners in Social Studies, examine the Multiple Intelligence-Based instructional strategies utilized by Social Studies teachers, determine the relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement, and determine the relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners. The chapter is organized into four sections: a summary of the study findings, conclusions drawn in relation to each study objective, recommendations for policy and practice, and suggestions for further research based on the study findings.

### 5.1 Summary of the Study

This section presents a summary of the key findings of the study in relation to the four objectives that guided the investigation. The findings are synthesised from both the quantitative and qualitative data analyses and are organised according to the study objectives. Specifically, the section summarises the findings on the dominant Multiple Intelligence profiles of Grade 7 learners, the Multiple Intelligence-Based Instructional Strategies employed by Social Studies teachers, the relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement, and the relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya.

### **5.1.1 Dominant Multiple Intelligence Profiles of Grade 7 Learners in Social Studies**

The study established that Grade 7 learners in Narok Central Sub-County possessed diverse Multiple Intelligence profiles, confirming Gardner's proposition that learners exhibit varying intellectual strengths. The findings indicated that naturalistic intelligence was the most dominant intelligence profile among the learners, followed by interpersonal and bodily-kinesthetic intelligences. In contrast, logical-mathematical and musical intelligences were comparatively less pronounced. The intelligence profiles varied only marginally by gender, suggesting that both male and female learners possessed relatively similar cognitive strengths and learning preferences. The findings underscored the need for instructional approaches that accommodate multiple learner strengths rather than relying on a single mode of instruction.

### **5.1.2 Multiple Intelligence-Based Instructional Strategies Utilised by Teachers**

The study found that Social Studies teachers employed a range of Multiple Intelligence-Based Instructional Strategies in their classrooms. Frequently used strategies included group discussions, collaborative learning activities, storytelling, questioning techniques, project work, role play, map-reading exercises, visual materials, and classroom presentations. Qualitative findings revealed that teachers deliberately incorporated diverse instructional approaches to cater for learners' varied intelligences and learning preferences. However, teachers also reported challenges that constrained effective implementation, including inadequate instructional resources, limited preparation time, overcrowded classrooms, and insufficient professional training on the practical application of Multiple Intelligences Theory. Despite these challenges, the findings demonstrated that teachers recognized the value of learner-centred and differentiated instructional approaches in Social Studies.

### **5.1.3 Relationship Between Multiple Intelligence-Based Instructional Strategies and Learner Engagement**

The study established a statistically significant positive relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement among Grade 7 learners in Social Studies ( $r = .312$ ,  $p = .0001$ ,  $N = 319$ ). The findings indicated that increased use of Multiple Intelligence-Based Instructional Strategies was associated with higher levels of learner engagement. The relationship was moderate in strength, suggesting that although instructional strategies play an important role in promoting engagement, other factors may also influence learners' involvement in classroom activities.

The quantitative findings were corroborated by the qualitative data, where teachers reported that instructional activities tailored to different intelligences enhanced learner participation, attentiveness, collaboration, and interaction during Social Studies lessons. Classroom observations similarly showed higher levels of behavioural, cognitive, emotional, and social engagement in lessons where teachers employed varied intelligence-based instructional approaches. The convergence of the quantitative and qualitative findings therefore demonstrated that Multiple Intelligence-Based Instructional Strategies contribute to creating more engaging learning environments in Social Studies classrooms.

### **5.1.4 Relationship Between Multiple Intelligence-Based Instructional Strategies and Competency Attainment in Social Studies**

The study further examined the relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies among Grade 7 learners. Pearson's Product-Moment Correlation analysis revealed a very weak negative relationship between the two variables ( $r = -.042$ ,  $p = .454$ ,  $N = 319$ ). Since the p-value exceeded the significance level of .05, the relationship was not statistically significant. Consequently, the null hypothesis, which stated that there is no statistically significant relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies, was not rejected.

Descriptive findings further showed that 50.2% of learners attained the Meeting Expectation competency level, while 7.5% attained Exceeding Expectation. However, 42.4% of learners remained below the Meeting Expectation threshold, indicating that a substantial proportion of learners had not yet achieved the expected Social Studies competencies. Female learners generally demonstrated higher competency attainment levels than male learners, with a greater proportion attaining Meeting Expectation and Exceeding Expectation levels.

The quantitative findings on competency attainment diverged from the qualitative findings. Teachers perceived that Multiple Intelligence-Based Instructional Strategies improved learners' understanding of concepts, participation in learning activities, collaboration, and completion of academic tasks. However, these perceived instructional benefits were not reflected in a statistically significant relationship between Multiple Intelligence-Based Instructional Strategies and measured competency attainment. This suggests that while such strategies may enhance the learning process and learner engagement, competency attainment may also be influenced by additional factors beyond instructional strategy, including learner characteristics, assessment practices, learning resources, and contextual conditions within schools.

Overall, the study found that Multiple Intelligence-Based Instructional Strategies were significantly associated with learner engagement but were not significantly associated with competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya. These findings highlight the value of Multiple Intelligence-Based Instructional Strategies in fostering active participation and engagement while also indicating the need for further investigation into the factors that influence competency attainment within the Competency-Based Education framework.

## 5.2 Conclusions

This study sought to examine the relationship between Multiple Intelligence-Based Instructional Strategies, learner engagement, and competency attainment in Social Studies among Grade 7 learners in Narok Central Sub-County, Kenya. This study concludes that Grade 7 learners in Narok Central Sub-County possess diverse Multiple Intelligence profiles, with naturalistic, musical, spatial, interpersonal and intrapersonal intelligences emerging as the dominant domains, while linguistic intelligence was comparatively less developed. These findings support the view that learners exhibit varied cognitive strengths that require differentiated instructional approaches.

The study further concludes that Social Studies teachers utilise a variety of Multiple Intelligence-Based Instructional Strategies, particularly interpersonal, intrapersonal, logical-mathematical, kinesthetic, naturalistic and spatial approaches. However, the utilisation of some strategies is constrained by inadequate resources, limited instructional time and insufficient familiarity with MI-based pedagogies.

The findings also established a statistically significant positive relationship between Multiple Intelligence-Based Instructional Strategies and learner engagement. Learners exposed to a wider range of intelligence-based instructional approaches demonstrated higher levels of behavioural, cognitive, emotional and social engagement, suggesting that MI-based strategies contribute meaningfully to active participation in learning.

Finally, the study concludes that although Multiple Intelligence-Based Instructional Strategies enhance learner engagement, they were not significantly associated with competency attainment in Social Studies. This suggests that competency attainment is influenced by multiple factors beyond instructional strategies alone and that the impact of MI-based instruction on achievement may be indirect, operating through learner engagement and other intervening variables.

Overall, the study concludes that Multiple Intelligence-Based Instructional Strategies constitute a valuable learner-centred approach for promoting engagement among Grade 7 learners, although their direct contribution to competency attainment was not established in the present study.

## 5.3 Recommendations for Practice and Policy

- Teachers should adopt intelligence-responsive instructional approaches that align with the diverse intelligence profiles of learners in Social Studies classrooms.
- The Ministry of Education, TSC, and school administrators should strengthen teacher capacity through targeted training on Multiple Intelligence-Based pedagogies.
- Schools and education stakeholders should provide adequate instructional resources and sufficient time to support the effective implementation of Multiple Intelligence-Based Instructional Strategies.
- Educational policy and practice should prioritise learner engagement as a key pathway through which Multiple Intelligence-Based Instructional Strategies contribute to competency development and achievement.

## 5.4 Recommendations for Further Research

- Future studies should investigate the mediating role of learner engagement in the relationship between Multiple Intelligence-Based Instructional Strategies and competency attainment in Social Studies.
- Future researchers should employ longitudinal or experimental research designs to examine the long-term effects of Multiple Intelligence-Based Instructional Strategies on learner achievement.
- Further studies should explore the influence of contextual factors such as teacher competence, instructional resources, classroom size, and learning environments on the effectiveness of Multiple Intelligence-Based Instructional Strategies.
- Future research should examine the effectiveness of specific intelligence-based instructional strategies in enhancing competency attainment within individual Social Studies strands.
- Further studies should investigate the relationship between learners' dominant intelligence profiles and their academic performance under the Competency-Based Education framework.

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## APPENDIX I:

### Letter of Introduction to Respondents

Maasai Mara University  
P.O. Box 861-20500,  
Narok, Kenya.  
Date: .....

The Principal,  
[Insert School Name]

Dear Sir/Madam,

### RE: PERMISSION FOR DATA COLLECTION

I am a post-graduate student at Maasai Mara University pursuing a Master of Education degree in the Department of Educational Psychology. I am currently conducting research entitled, *“Relationship between Multiple Intelligence-Based Instructional Strategies and Learning Outcomes in Social Studies among Grade 7 Learners in Narok Central Sub-County, Kenya.”* I am kindly requesting permission to collect data in your school for academic purposes.

Your school has been purposefully selected to participate in this study. The research will involve Grade 7 students, teachers, and the school administrator. I respectfully request that participants respond honestly to the attached questionnaires, interviews, and observation protocols, depending on their roles.

Please note that the identities of the school and all respondents will remain anonymous. All information obtained will be treated with the highest level of confidentiality and will be used strictly for academic purposes within the research community. Participation in this study is entirely voluntary, and participants may withdraw at any stage without any consequences.

Thank you in advance for your time and cooperation.

Yours faithfully,

Rutto Chebwogen

Master of Education (Educational Psychology) Student

Maasai Mara University



**MAASAI MARA UNIVERSITY  
BOARD OF POSTGRADUATE STUDIES  
OFFICE OF THE DIRECTOR**

P.O. BOX 861 – 20500  
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REF: MMU.AA0328/45/2016/VOL.1 (213)

DATE: 9<sup>th</sup> April, 2026

Research Permits Section  
NACOSTI  
UTALII HOUSE

REF: REBECCA CHEBWOGEN RUTTO, REG. NO. EM08/JP/MN/20112/2023

We wish to confirm that the above named is a *bona fide* Master's student at Maasai Mara University pursuing a Master of Education in Educational Psychology Degree in the School of Education. Her Research is on "*Relationship Between Multiple Intelligence-Based Instructional Strategies and Learning Outcomes in Social Studies Among Grade 7 Learners in Narok Central, Kenya*". Ms. Rutto wishes to apply for a research permit from NACOSTI before he proceeds for field work and data collection.

We further confirm that the candidate has adhered to all research protocol requirements of Maasai Mara University and the proposed research has been rated as having no known adverse impacts on the environment and does not pose any ethical concerns.

This is therefore to request your office to kindly issue her with a research permit.

Yours Sincerely,

MAASAI MARA UNIVERSITY  
P.O. Box 861 - 20500  
NAROK

9.4 APR 2026

Prof. Beatrice Manyasi, PhD.  
DIRECTOR, BOARD OF POSTGRADUATE STUDIES


**REPUBLIC OF KENYA**  
 National Commission for Science, Technology and Innovation  
 Ref No: **406177**  
**RESEARCH LICENSE**  
  
 This is to Certify that Miss. **REBECCA CHEBWOGU RUTTO** of **Maasai Mara University**, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Narok on the topic: **Relationship between multiple intelligence based instructional strategies and learning outcomes in social studies among grade 7 learners in Narok Central subcounty Kenya for the period ending : 18/April/2027.**  
 License No: **NACOSTI/P/26/4188081**  
 Applicant Identification Number: **406177**  
 Ag: **Director General**  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**  
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## APPENDIX II

### Learner's Multiple Intelligence Profiling Tool (Adapted from MIDAS)

**Instructions:** Please read each statement carefully. For each activity, indicate how much you enjoy it or how good you think you are at it by ticking (\$\checkmark\$) the appropriate box.

**Scale:** 1 = Not at all, 2 = A little, 3 = Fairly well, 4 = Very well, 5 = Excellent/Always

| Intelligence Domain | Item Description                                                           | 1 | 2 | 3 | 4 | 5 |
|---------------------|----------------------------------------------------------------------------|---|---|---|---|---|
| Linguistic          | I enjoy reading Social Studies textbooks and stories about the past.       |   |   |   |   |   |
|                     | I find it easy to write reports or essays about community issues.          |   |   |   |   |   |
| Logical-Math        | I like looking at timelines and figuring out how one event caused another. |   |   |   |   |   |
|                     | I enjoy analyzing population data or economic charts in Social Studies.    |   |   |   |   |   |

| Intelligence Domain  | Item Description                                                              | 1 | 2 | 3 | 4 | 5 |
|----------------------|-------------------------------------------------------------------------------|---|---|---|---|---|
| <b>Spatial</b>       | I am good at reading maps and identifying directions (North, South, etc.).    |   |   |   |   |   |
|                      | I prefer using drawings or charts to explain what I have learned.             |   |   |   |   |   |
| <b>Kinesthetic</b>   | I learn best when we do role-plays (e.g., a mock parliament or court).        |   |   |   |   |   |
|                      | I enjoy making 3D models of landforms (e.g., mountains or rivers).            |   |   |   |   |   |
| <b>Musical</b>       | I remember facts better if they are put into a song, rhyme, or chant.         |   |   |   |   |   |
|                      | I enjoy listening to traditional songs or anthems of different countries.     |   |   |   |   |   |
| <b>Interpersonal</b> | I prefer working in groups to solve problems or finish projects.              |   |   |   |   |   |
|                      | I find it easy to understand other people's points of view in a debate.       |   |   |   |   |   |
| <b>Intrapersonal</b> | I like to work alone and think quietly about what I have learned.             |   |   |   |   |   |
|                      | I often set my own goals for what I want to achieve in Social Studies.        |   |   |   |   |   |
| <b>Naturalistic</b>  | I enjoy field trips to see physical features like forests or the Rift Valley. |   |   |   |   |   |
|                      | I am interested in how people affect the environment and climate.             |   |   |   |   |   |

### APPENDIX III: SOCIAL STUDIES INSTRUCTIONAL STRATEGIES QUESTIONNAIRE

#### SECTION A: DEMOGRAPHIC INFORMATION

- Gender: ☐ Male ☐ Female
- Highest Academic Qualification: ☐ Diploma in Education ☐ Bachelor of Education ☐ Postgraduate Diploma in Education ☐ Master's Degree in Education ☐ Other (Specify): \_\_\_\_\_
- Teaching Experience in Social Studies (Years): ☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ Above 15 years

#### SECTION B: INSTRUCTIONAL STRATEGIES BASED ON MULTIPLE INTELLIGENCES

**Instructions:** Please indicate how frequently you use the following instructional strategies in your Grade 7 Social Studies lessons. Use the scale below:

5 = Always (Every lesson) 4 = Often , 3 = Sometimes , 2 = Rarely (Once or twice per month), 1 = Never

##### 1. LINGUISTIC INTELLIGENCE STRATEGIES

| Strategy                                                       | 5                        | 4                        | 3                        | 2                        | 1                        |
|----------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1.1 Storytelling to teach historical events or social concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Class debates on citizenship or governance issues          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Reading and analyzing primary source documents             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 Essay writing on social topics                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 Vocabulary-building activities for social studies terms    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6 Book reports or article summaries on social issues         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2. LOGICAL-MATHEMATICAL INTELLIGENCE STRATEGIES**

| Strategy                                                          | 5                        | 4                        | 3                        | 2                        | 1                        |
|-------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2.1 Analyzing cause-and-effect relationships in historical events | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 Creating and interpreting timelines                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Problem-solving activities related to civic issues            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Analyzing statistical data (population, economic indicators)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 Comparing and contrasting different governance systems        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.6 Hypothesis formation and testing about social phenomena       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3. SPATIAL INTELLIGENCE STRATEGIES**

| Strategy                                            | 5                        | 4                        | 3                        | 2                        | 1                        |
|-----------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3.1 Map reading and interpretation activities       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Sketch mapping or mental mapping exercises      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 Using charts, diagrams, and visual aids         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Creating 3D models of geographical features     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Using digital mapping tools (GIS, Google Earth) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.6 Visual representation of demographic data       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**4. BODILY-KINESTHETIC INTELLIGENCE STRATEGIES**

| Strategy                                               | 5                        | 4                        | 3                        | 2                        | 1                        |
|--------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4.1 Role-playing historical events or social scenarios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 Dramatizations of citizenship concepts             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 Field trips to historical or geographical sites    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.4 Hands-on construction of models or artifacts       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 Mock elections or parliamentary simulations        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.6 Movement-based learning activities                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**5. MUSICAL INTELLIGENCE STRATEGIES**

| Strategy                                                 | 5                        | 4                        | 3                        | 2                        | 1                        |
|----------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5.1 Using songs to teach historical or cultural concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 Analyzing cultural music and its social significance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 Creating jingles or rhymes for memorization          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4 Using background music during independent work       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Strategy                                          | 5                        | 4                        | 3                        | 2                        | 1                        |
|---------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5.5 Studying national anthems and patriotic songs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### 6. INTERPERSONAL INTELLIGENCE STRATEGIES

| Strategy                                                          | 5                        | 4                        | 3                        | 2                        | 1                        |
|-------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6.1 Group discussions on social issues                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 Collaborative group projects                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3 Peer teaching or tutoring activities                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4 Think-pair-share activities                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.5 Community interviews with elders or resource persons          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.6 Cooperative learning strategies (jigsaw, group investigation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### 7. INTRAPERSONAL INTELLIGENCE STRATEGIES

| Strategy                                               | 5                        | 4                        | 3                        | 2                        | 1                        |
|--------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7.1 Reflective journaling on social studies topics     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.2 Self-directed research projects                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.3 Personal goal-setting for learning                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.4 Self-assessment of understanding                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.5 Independent study tasks                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.6 Connecting personal experiences to social concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### 8. NATURALISTIC INTELLIGENCE STRATEGIES

| Strategy                                           | 5                        | 4                        | 3                        | 2                        | 1                        |
|----------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8.1 Environmental field observations               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.2 Studying ecosystems and environmental patterns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.3 Weather pattern documentation and analysis     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.4 Community resource mapping                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.5 Human-environment interaction analysis         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.6 Classification of natural and social phenomena | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### SECTION D: OPEN-ENDED QUESTIONS

- Which instructional strategies do you find most effective for teaching Grade 7 Social Studies in your context? Why?
- What challenges do you face when trying to use varied instructional strategies aligned with different learning styles?

- How do you adapt your teaching strategies to accommodate learners with different strengths and preferences in Social Studies?
- What additional support or resources would help you implement more diverse instructional strategies?

#### APPENDIX IV

##### CLASSROOM ENGAGEMENT OBSERVATION SCALE (CEOS)

Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Class Size: \_\_\_\_\_ Lesson Topic: \_\_\_\_\_

Social Studies Strand: ☐ Geography ☐ History ☐ Citizenship ☐ Government ☐ Economics

MI Strategy Observed: ☐ Linguistic ☐ Logical-Math ☐ Spatial ☐ Kinesthetic ☐ Musical ☐ Interpersonal ☐ Intrapersonal ☐ Naturalistic

##### ENGAGEMENT INDICATORS

###### Rating Scale:

5=Strongly Evident (90-100% of learners)

4=Evident (70-89%)

3=Moderately Evident (50-69%)

2=Slightly Evident (30-49%)

1 = Not Evident (0-29%)

##### A. BEHAVIORAL ENGAGEMENT

| Indicator                                               | 5                        | 4                        | 3                        | 2                        | 1                        |
|---------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| BE1. Learners maintain attention and focus              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BE2. Learners actively participate in activities        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BE3. Learners volunteer contributions without prompting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BE4. Learners remain on-task during work periods        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BE5. Learners complete assigned tasks appropriately     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Behavioral Score: \_\_\_\_/25

##### B. COGNITIVE ENGAGEMENT

| Indicator                                                     | 5                        | 4                        | 3                        | 2                        | 1                        |
|---------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| CE1. Learners ask questions showing understanding/curiosity   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CE2. Learners provide analytical rather than recall responses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CE3. Learners connect concepts to real-world situations       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CE4. Learners demonstrate critical thinking in discussions    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CE5. Learners persist when facing challenging tasks           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Cognitive Score: \_\_\_\_/25

##### C. EMOTIONAL ENGAGEMENT

| Indicator                                                     | 5                        | 4                        | 3                        | 2                        | 1                        |
|---------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| EE1. Learners display enthusiasm about lesson content         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| EE2. Learners show interest through expressions/body language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Indicator                                                   | 5                        | 4                        | 3                        | 2                        | 1                        |
|-------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| EE3. Learners demonstrate empathy during social discussions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| EE4. Learners express personal connection to content        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| EE5. Learners maintain positive attitude despite challenges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Emotional Score: \_\_\_\_/25

#### D. SOCIAL ENGAGEMENT

| Indicator                                           | 5                        | 4                        | 3                        | 2                        | 1                        |
|-----------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| SE1. Learners collaborate effectively in groups     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SE2. Learners communicate respectfully with peers   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SE3. Learners listen attentively to classmates      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SE4. Learners build on each other's ideas           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SE5. Learners show respect for diverse perspectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Social Score: \_\_\_\_/25

#### INSTRUCTIONAL STRATEGY DOCUMENTATION

##### MI Strategies Used (check all):

☐ Storytelling/Debate ☐ Problem-solving ☐ Map work ☐ Role-play ☐ Songs ☐ Group work ☐ Reflection ☐ Field work

##### Strategy Implementation Quality:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

##### Evidence of Differentiation:

☐ Strong ☐ Some ☐ None

#### SUMMARY

Total Engagement Score: \_\_\_\_/100

##### Engagement Level:

☐ High (80-100) ☐ Moderate (60-79) ☐ Low (40-59) ☐ Very Low (<40)

##### Key Observations:

##### Relationship Between MI Strategy and Engagement:

Observer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### APPENDIX V:

##### Document Analysis Rubric for Social Studies Achievement (DARSSA)

##### Instructions for the Researcher

1. Collect learners' previous Social Studies test scripts, assignments, or examination records.
2. Examine each learner's responses carefully.

3. Use the rubric below to determine the learner's level of achievement in each strand.
4. Tick (✓) the performance level that best describes the learner's performance.
5. Record the results in the learner achievement recording sheet.

CBC-Aligned Social Studies Achievement Rubric

| Social Studies Strand                   | Exceeding Expectations (EE)                                                                                                                                        | Meeting Expectations (ME)                                                                       | Approaching Expectations (AE)                                                      | Below Expectations (BE)                                                                       |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| History and Government                  | Demonstrates thorough understanding of historical events, governance structures, and cause-and-effect relationships with clear explanations and relevant examples. | Demonstrates good understanding of historical events and governance concepts with minor errors. | Demonstrates partial understanding of historical events and governance structures. | Demonstrates minimal or incorrect understanding of historical events and governance concepts. |
| Geography                               | Accurately interprets maps, diagrams, and geographical information and clearly explains relationships between people and the environment.                          | Correctly interprets most geographical information with few errors.                             | Demonstrates limited ability to interpret maps and geographical data.              | Unable to correctly interpret geographical information.                                       |
| Citizenship                             | Demonstrates strong understanding of civic responsibilities, rights, and social participation with relevant examples from society.                                 | Demonstrates general understanding of civic responsibilities and citizenship concepts.          | Shows limited understanding of civic and citizenship concepts.                     | Shows little or no understanding of civic responsibilities and citizenship concepts.          |
| Analytical and Critical Thinking Skills | Demonstrates strong reasoning, analysis, and explanation when answering Social Studies questions.                                                                  | Demonstrates moderate reasoning and explanation of ideas.                                       | Demonstrates limited reasoning and explanation.                                    | Shows no evidence of analysis or reasoning.                                                   |

Learner Achievement Recording Sheet

| Learner Code | History & Government | Geography | Citizenship | Analytical Skills | Overall CBC Level |
|--------------|----------------------|-----------|-------------|-------------------|-------------------|
|              |                      |           |             |                   |                   |
|              |                      |           |             |                   |                   |
|              |                      |           |             |                   |                   |
|              |                      |           |             |                   |                   |
|              |                      |           |             |                   |                   |
|              |                      |           |             |                   |                   |

Interpretation of CBC Achievement Levels

| CBC Performance Level       | Interpretation                                                                                 |
|-----------------------------|------------------------------------------------------------------------------------------------|
| Exceeding Expectations (EE) | Learner demonstrates mastery of Social Studies competencies and applies knowledge effectively. |
| Meeting Expectations (ME)   | Learner demonstrates adequate understanding of Social Studies concepts and competencies.       |

| CBC Performance Level         | Interpretation                                                               |
|-------------------------------|------------------------------------------------------------------------------|
| Approaching Expectations (AE) | Learner demonstrates partial understanding and requires improvement.         |
| Below Expectations (BE)       | Learner demonstrates minimal understanding and requires significant support. |

## APPENDIX VII

### COUNTY MAP

